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ABSTRACT

The Arlington (Virginia) Adult Learning System (AALS), a program designed to link resources and enhance services of English-as-a-Second-Language (ESL) providers, is described. The AALS is a consortium in which an adult education provider (the public school system) coordinates efforts of its own organization with a community-based organization, a vocational institute, and a university to transition limited-English-proficient adults into college and vocational training. The report analyzes the AALS from the point of view of program design, outcomes, and processes related to the project's objectives as well as impact the project has had on learners, institutions, and service delivery systems in Arlington. The report also includes discussion of challenges faced, lessons learned, and strategies for institutionalization. Sections describe: the partner programs; the rationale for creating a transitional program; program services; first year (1992-93) objectives; second-year (1993-94) objectives; accomplishment of objectives; project impact on learners; supporting data (course completion, transition data, standardized test data); impact on institutions and systems; challenges to implementation and lessons learned; dissemination activities; efforts at institutionalization; and evidence of program replicability. It is concluded that AALS has enabled ESL service providers to develop a full-service system of training to address a wide range of language learning needs and goals, with both learners and institutions benefitting. Appendices include: entry level descriptions; electronic data management: screens; individualized education plans; progress reports; needs assessment; application process; participant demographics; schedule of services; project completion surveys; Arlington Education and Employment Program (REEP) Curriculum: Index of Topics; and an article from the "Watesol News." (MSE) (Adjunct ERIC Clearinghouse on Literacy Education)

ED 382 057

THE ARLINGTON ADULT LEARNING SYSTEM (AALS)

FINAL REPORT
OCTOBER 1992 - DECEMBER 1994

SUBMITTED BY THE ARLINGTON EDUCATION
AND EMPLOYMENT PROGRAM (REEP)

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Copies of this report as well as the AALS Curriculum: A Transition ESL Curriculum for Adults may be obtained by contacting:

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I. INTRODUCTION

This is the final project report of the Arlington Adult Learning System (AALS), one of three projects funded under National English Literacy Demonstration Program (US Department of Education, Office of Vocational and Adult Education). The purpose of these grants was to develop replicable models for transitioning limited English proficient (LEP) adults from one service provider to another and preparing them for college and vocational training.

The Arlington Education and Employment Program, along with ESL service providers in Arlington, created a consortium in which an adult education provider coordinates a unified system that bridges an adult education program, a community-based organization, a vocational institute, and an institution of higher education.

This consortium, called the Arlington Adult Learning System (AALS), is a comprehensive transitional program that links the resources and enhances the expertise of broad and diverse ESL service providers into a well-articulated, full-service approach to training designed to address a wide range of learning and educational needs. The primary purpose of this system is to facilitate learner transition from level to level and program to program until learners meet their education, employment, and training goals. The specific objectives of the project were to:

* develop and refine an integrated transitional learning partnership including a community-based organization, an adult education program, a vocational training institute, and an institution of higher education,

* recruit limited English proficient (LEP) adults in Arlington through strengthen relationships with agencies serving and working with the target population,

* screen potential trainees to identify their language learning needs and goals and place them along an education continuum ranging from pre-literacy to preparation for vocational and academic study,

* provide free training slots for project participants,

* provide extensive group and individual educational, career, and job counseling, including the development of an Individual Education Plan (IEP) for each trainee,

* provide follow-up support to trainees applying for job training or academic study.

The report analyzes the project from the point of view of program design, outcomes and processes related to the project's objectives as well as impact the project has had on learners, institutions, and service delivery system in Arlington. The report also includes discussion of challenges faced, lessons learned, and strategies for institutionalization.

II. DESCRIPTION OF PARTNER PROGRAMS

The Arlington Adult Learning System (AALS) consists of a consortium of local education providers, including:

Arlington Education and Employment Program (REEP): a special project within the Department of Adult Education, Arlington Public Schools (APS) that serves approximately 2,500 LEP immigrant and refugees per year through a variety of program components: REEP's Intensive ESL Program, Adult Learning Center (ALC), Workplace Literacy Program, and Non-Intensive Extension Program. REEP is funded exclusively through grants and special projects, such as the National English Literacy Transition Project. While some scholarships are available, most REEP students pay a low cost tuition of approximately $1 per hour.

Hogar Hispano: a community based organization under the auspices of Catholic Charities that serves the social, economic, educational, and family needs of low-income immigrants in a number of ways: assistance with immigration, emergency assistance with food and clothing, referrals and job information, and tax preparation. Hogar Hispano also offers 3 levels of low-cost, non-intensive basic ESL instruction at 9 locations in Northern Virginia.

Employment Training Center (ETC): an adult education program of the Arlington Public School that offers native and non-native adults free vocational training and job placement in the fields of office skills, child care, electrical trades, and printing. ETC is supported by a number of different funding sources, including JTPA, JOBS, and BVOT. ETC is the primary vocational training provider in Arlington County.

Marymount University: an independent, comprehensive, coeducational university in the liberal arts tradition that has an intensive English as a Second Language Program with four levels of instruction that prepare foreign students for academic study at US universities. At the upper levels, qualified students may begin combining academic instruction with their ESL instruction.

III. RATIONALE FOR CREATING A TRANSITIONAL SYSTEM

This two-year project addressed several issues that were found to impede effective adult ESL service delivery in Arlington, Virginia; issues related to both target population and the service delivery system.

A) ESL SERVICE DELIVERY

Prior to the establishment of the AALS, service delivery in Arlington consisted of individual programs that at best cooperated with one another, but lacked cohesive articulation of services among them. ESL Service delivery suffered from weak coordination and transition efforts, poor outreach efforts, and little contact with the linguistically isolated communities. Services ranged from native language literacy to vocational training and academic ESL at the community college, and providers included community based organizations, the Adult Education provider, vocational providers, and the community college. Service delivery was quite diverse and quite complex, and coordination among providers was greatly limited. In fact, individual institutions faced numerous barriers to such coordination, including lack of time, money, and resources to coordinate referral, assessment, and curriculum. Personnel in individual programs were often not equipped with the information needed to assist learners in identifying programs that could best help them attain their goals. Additionally, funding restrictions often dictated eligibility criteria for learners, curricular content, which proficiency levels could be offered, the number of free or low cost spaces available, and the length of time a learner could access services, etc. A classic example of such problems is related to service delivery for refugees. REEP operates an intensive ESL program with program levels ranging from literacy to preparation for vocational and academic study. LEPs in Arlington may be eligible for one of 350 scholarships per year or pay a low cost tuition of approximately $1.00/hour. Refugees can access free, federally-supported ESL instruction at REEP for only 9 months. However, since the refugee ESL programs are mandated to facilitate early employment, refugees are not able to enroll in REEP's pre-academic/pre-vocational track for free. Few refugees can afford even REEP's modest tuition, and therefore, their ability to achieve full competence in English is impeded by funding restrictions. These kinds of restrictions can create major gaps in service delivery so that for a refugee, completing instruction with one service provider does not guarantee that a learner will have attained the skills necessary to transition to another service provider.

B) THE ADULT ESL LEARNER IN ARLINGTON

Arlington, because of its rapidly growing service industries and location near Washington, DC, has attracted large numbers of immigrants and refugees, primarily from Central America and South East Asia. The 1990 U.S. Census data indicated that Arlington's Asian and Hispanic populations had grown from 10.1% of the total population in 1980 to 20.3% in 1990. **Hispanic populations increased by 160%, Asians by 74%, and other minority groups by 81% during the 1980's.** The 1990 Census also indicated that as many as 12.6% of the county's residents did not speak English well, whereas only 2.5% reported so in 1980.

The adult ESL population is at a **competitive disadvantage** in terms of the educational, language, and occupational skills they bring with them to the workforce. The language learning needs of this population range from literacy instruction to preparation for vocational or academic study. Additionally, we have found that the educational backgrounds also vary considerably: 21% of Arlington's adult students at REEP have between 0 and 6 years of education, 58% have between 7 and 12 years of education, and 21% have more than 12 years of education. Moreover, in a 1990 survey of REEP students, 31% reported that they had not been employed in their native countries. The majority of those employed had never developed the type of occupational skills needed for jobs in a major metropolitan area; many were farmers. The students who had professional jobs in their countries were rarely employed at the same job levels in this country. Of the students employed in this country, the majority were employed in unskilled jobs, such as construction, food/beverage, and housekeeping.

Most of REEP's students would like better jobs, and many would like to pursue vocational training or academic study in order to get better jobs and improve their lives in the US. But the LEP population has difficulty accessing services, making appropriate choices, and transitioning from provider to provider due to barriers such as lack of information, cost, family and job commitments, and lack of confidence. Our experience with this population has shown that lack of information is perhaps one of the most critical barriers. Learners either do not have any access to information about services because they live in linguistically isolated communities or they have difficulty understanding information about the types of services available. In addition, they have difficulty with complex application procedures and eligibility requirements. These problems coupled with a fragmented delivery service often became permanent learner barriers to participation. Once a learner has accessed services, continued and sustained participation in programs is also limited because of barriers such as lack of time and money, poor health, inadequate and costly transportation, job schedules, and family responsibilities.

In addition to external barriers which are beyond their control, learners also face internal barriers that hinder their initial and sustained participation in educational programs as well. In our experience, the major internal barriers relate to the lack of ability to set realistically achievable goals and low self-confidence. In many cases, these again relate back to a lack of information about services available, admissions procedures, and eligibility requirement. Some learners are unable to articulate their language learning, employment, and educational goals, in part because they are not aware of attainable goals in this country. Other learners lack self-confidence in their ability to succeed in educational programs, have low expectations for themselves, and therefore do not access services. Others have expectations of themselves that may be unrealistic or too high, again in part because they have limited information about opportunities and requirements.

IV. DESCRIPTION OF THE TRANSITIONAL SYSTEM

The following figures show the service delivery system before and after the creation of the Arlington Adult Learning System (AALS). Figure A depicts the four partners and the services that existed prior to this project. Figure B represents the programmatic links created by the partnership that have been added to help breakdown barriers to transition. In Figure A, it is clear that there were gaps in service delivery which made it difficult for LEP adults to transition from one educational institution to another. These gaps represented barriers such as insufficient language and academic skills needed to transition, lack of information about educational opportunities and the requirements for admissions, and the cost factor.

Figure A

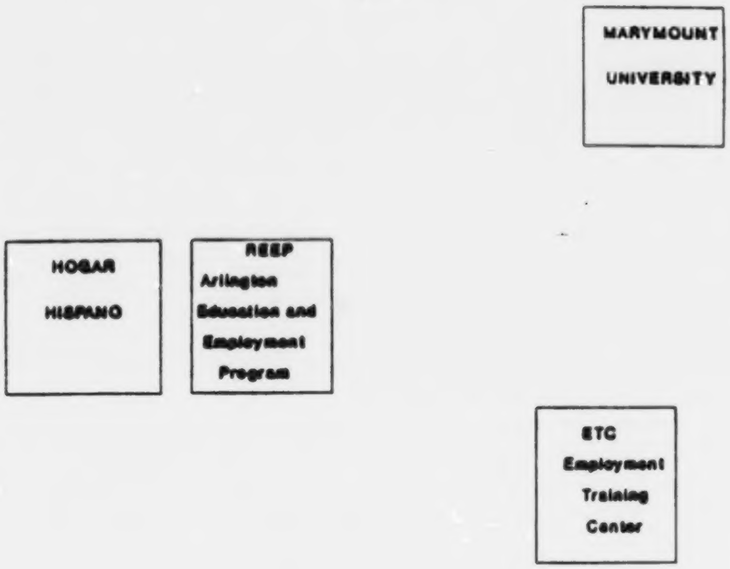
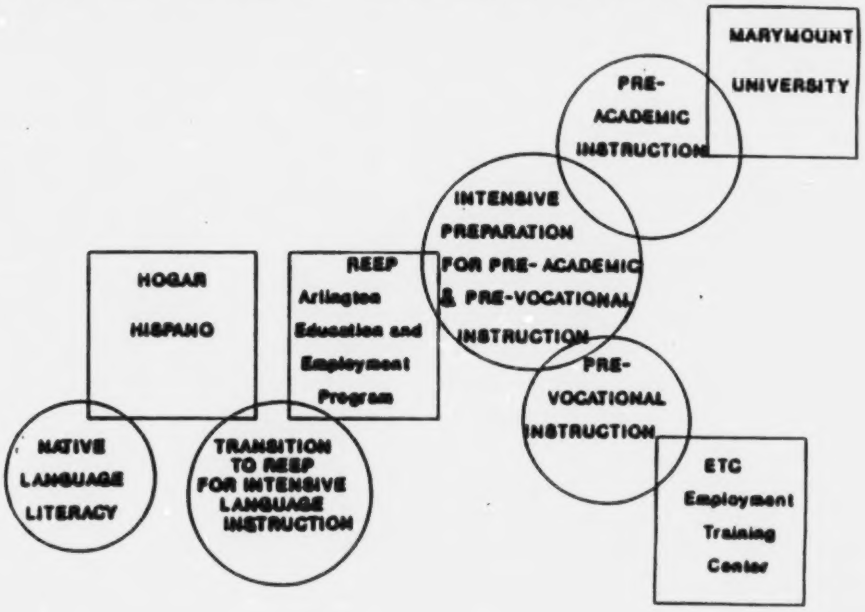

MARYMOUNT
UNIVERSITY
HOGAR
HISPANO
REEP
Arlington
Education and
Employment
Program
ETC
Employment
Training
Center

Figure B

ARLINGTON ADULT LEARNING SYSTEM (AALS)


MARYMOUNT
UNIVERSITY
PRE-
ACADEMIC
INSTRUCTION
INTENSIVE
PREPARATION
FOR PRE- ACADEMIC
& PRE-VOCATIONAL
INSTRUCTION
HOGAR
HISPANO
REEP
Arlington
Education and
Employment
Program
PRE-
VOCATIONAL
INSTRUCTION
NATIVE
LANGUAGE
LITERACY
TRANSITION
TO REEP
FOR INTENSIVE
LANGUAGE
INSTRUCTION
ETC
Employment
Training
Center

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A) Services Implemented Through the AALS

Under the AALS model shown in Figure B, learners are assessed at their point of entry and placed along a continuum of learning from native language literacy, on the one hand, to preparation for vocational and academic study, on the other hand. Once in the system, learners transition from one program level or service provider to the next according to their goals, aptitudes, and interests. The Arlington Education and Employment Program (REEP) serves as the king pin for the AALS system, drawing learners from the CBO and transitioning learners along the continuum of learning through REEP to vocational or academic training.

Under the AALS, Hogar Hispano developed a pre-literacy track of instruction, including native language literacy in Spanish. Hogar Hispano continues to offer free English classes during the week and on the weekends, with their three Arlington locations as the partners in this project.

Through the AALS, students who completed at least one cycle of instruction at Hogar Hispano with good attendance could transition to REEP for intensive language instruction (10-15 hours a week). The gap that existed prior to the implementation of an integrated system was not one of language skills since the proficiency levels at REEP overlap and both programs offer instruction in lifeskills needed to live and work in the US. The gap was one of cost and lack of information about the availability of intensive instruction. Prior to this project, even REEP's modest tuition rate (approximately $1 per hour) was a barrier for many of the low-income students that Hogar serves. Through the AALS, Hogar Hispano students who transitioned to REEP received free, intensive instruction. To bridge the information gap, in-language orientation sessions were conducted on site at Hogar Hispano class locations.

As is shown in Figure A, the gaps that existed between REEP and Marymount and ETC were larger. The gaps were related to language level, academic skills, knowledge about opportunities, and cost.

Prior to this project, students who completed REEP's upper levels were generally not ready to enter full or partial academic work, both in terms of their language level and in terms of their academic skills development. The REEP Program curricula was originally designed to meet the needs of immigrants and refugees who wanted to improve their oral language skills in order to be able to function in society. The highest level of instruction was generally an intermediate level. Since little programmatic focus was given to developing the students' academic skills, learners often needed to spend several semesters in intensive college ESL programs prior to beginning academic study. In the Northern Virginia area, the cost of such intensive ESL instruction ranges from approximately $500 a semester for in-state community college tuition to $1,600 for out-out state community college tuition to several thousands of dollars at private universities. Therefore, cost was a real and often permanent barrier for the immigrant or refugee who wanted to pursue higher education. As a result, REEP students would often enroll over and over again in REEP's most advanced level. This was decidedly not the best way to serve these learners.

A language gap also existed for students who wanted to pursue job training at the Employment Training Center (ETC), although cost was not a factor; job training is free to eligible applicants. Students who completed REEP's most advanced level were often not ready for job training or were at a competitive disadvantage since applicants with the highest language skills would get priority over those with additional language learning needs. These problems were compounded for refugees since they were not eligible under refugee funds for REEP's advanced level or REEP's Adult Learning Center.

Through the AALS, we have been able to address the gaps in language level and curriculum by developing an intensive track of instruction in preparation for vocational and academic English. At REEP, students whose goals include pursuing job training or college level work, studied a specially developed curriculum either in a class or in the Adult Learning Center or a combination of classroom and Learning Center work, depending on individual student need. Once the learners had met the criteria for transitioning, they either transitioned to Marymount University or the Employment Training Center, depending on their goals.

Under the AALS, learners interested in pursuing higher education transitioned to Marymount University for an academic English class designed to prepare students with the language and academic skills needed at Marymount or another institution of higher education. This group of students included those who enter as the system at REEP as well as at Hogar Hispano and the Employment Training Center. The goal was for the students to achieve high enough competency in English so that they would be able to begin full-time academic work or ESL combined with academic study after they finished the project. This greatly reduced the cost barrier since students were able to funnel any financial resources they have toward tuition for academic classes. In addition, while the local community college and now Marymount University allow students to receive financial aid for ESL instruction, other local universities do not grant financial aid until a student is enrolled in full-time academic study and/or has achieved a score of 500 or better on the TOEFL (Test of English as a Foreign Language).

Those students interested in pursuing job training transitioned to the Employment Training Center (ETC) for a vocational English class designed to prepare them for job training programs at ETC or another institution for vocationally-related training. The goal was for the students to achieve high enough competency in English so that they would have a competitive edge in securing limited free job training slots.

Another group that was able to transition to REEP for free intensive instruction was learners who inquired about job training at ETC and were eligible for training except that they required more intensive English instruction. Under AALS, ETC could refer applicants whose language levels was too low for vocational training programs to REEP for free intensive instruction. These learners were assessed again at REEP and placed into one of eight levels of proficiency. They studied at REEP with the goal of achieving the competence in English necessary to transition back to ETC for job training.

As a result of the system of transition that has been developed and implemented, we have closed the information gap that existed prior to the project, lowered the cost barriers, and closed the skills gap that existed between REEP and the academic and vocational providers. This has been accomplished through various activities that are described in the next two sections on addressing barriers to transition and achievement of objectives.

B) Addressing Barriers to Transition

The major problems for LEP's in Arlington were the difficulty in articulating their training needs, accessing an educational program that could meet their needs, and transitioning along a well-articulated learning continuum of education providers. The AALS was therefore developed in order to break down learner barriers, maximize learner participation, and more effectively assist learners in achieving their goals.

Several strategies and activities have been implemented through the AALS to break down the barriers that learners and institutions face with regard to participation in educational programs. The following chart shows the barriers as well as the project activities implemented to help learners overcome the barriers.

PROJECT ACTIVITIES	BARRIERS ADDRESSED
Free services (ESL classes, counseling, assessment)	•Limited finances available for education
Orientation and counseling components (ESL, job training, and academic study options)	•Lack of information about services available, admissions procedures, and eligibility requirements •Limited financial resources (free job training options, financial aid options, and comparative costs of colleges and universities)
Flexible scheduling (Monday- Saturday, mornings and evenings, multiple locations, non-intensive and intensive, walk-in and fixed enrollment)	•Time conflicts •Health-related problems •Transportation
Transition Curriculum (14 levels of articulated, jointly developed ESL instruction ranging from pre-literacy to preparation for vocational and academic study)	•Obstacles to transition from level to level, provider to provider, and AALS project to job training and academic study •Lack of necessary transition/entrance requirements •Lack of self-confidence •Lack of realistic and achievable educational and employment goals
Coordination and Transition Points	•Lack of information about provider agencies •No clear transition points •No clear articulation agreements

This project has enabled the partner institutions to develop and implement a more effective system for learners by providing the necessary time, money, and resources to develop programmatic links. Specific strategies and activities for addressing the problem are discussed in the next section.

V. SUMMARY OF FIRST YEAR OBJECTIVES (1992-93)

The following chart summarizes the project's objectives, proposed outcomes, and achievements.

SUMMARY OF FIRST YEAR OBJECTIVES

OBJECTIVE	PROPOSED OUTCOMES	ACCOMPLISHMENTS
1. To develop an integrated transitional learning partnership	•Transition criterion for each level and each provider •Coordinated activities by each provider including electronic case management linked by phone modem •Individualized program curricula	•A partnership of ESL Literacy providers has been formed, including a community based organization, a local education agency, a vocational program, and a pre-college preparatory program. •Transition criteria for each level and each provider have been established. •Coordinated Activities have included: development of common assessment processes and instruments for placement and transition, development of an electronic case management system to share information on learners, and development of a transition curriculum.
2. To recruit LEP adults in Arlington	•At least 125 LEP adults will be recruited. •Strengthened relationships between community-based organizations, vocational training programs and local universities as well as other agencies serving and working with the target populations	•155 LEPs were accepted into the project. •Intensive outreach activities was conducted among the LEP population as well as with agencies and organizations serving the target population.
3. To screen potential trainees and place them appropriately along the continuum	•All applicants complete ESL tests; test scores entered in student records •Interviews completed with applicants eligible to enroll	•Approximately 200 applicants have been screened and have undergone a four step application process. •Applicants have completed individual language proficiency tests. •Interviews have been conducted with applicants to assess interests, needs, and motivation to complete training. •Applicants have been referred to appropriate training or educational component along the continuum. •Ongoing counseling has been conducted.

SUMMARY OF FIRST YEAR OBJECTIVES

OBJECTIVE	PROPOSED OUTCOMES	ACCOMPLISHMENTS
4. To provide 300 ESL training slots for 125 LEP adults	•At least 60 slots for beginning ESL and native language literacy instruction at Hogar Hispano (including 45 slots for students transitioning from Hogar Hispano to REEP). •At least 180 slots for Literacy, beginning, intermediate, and advanced ESL training at REEP and the Adult Learning Center •At least 24-30 slots for pre-vocational training at ETC •At least 30 slots for pre-academic training at Marymount University	•To date, 305 training slots have been provided for 155 individuals. •15 students enrolled at Hogar Hispano and 69 slots were provided at REEP for 31 students who completed classes at Hogar Hispano and transitioned to REEP for intensive classes. •241 slots have been provided at REEP in intensive classes and the Adult Learning Center. •20 students have transitioned from REEP to pre-vocational English classes at the Employment Training Center. •29 students have transitioned from REEP to pre-academic English instruction at Marymount University.
5. To provide extensive group and individual educational, career/work counseling	•Participants receive group/individual career/work counseling to help trainees understand work and academic requirements in the U.S.	•An Individualized Education Plan (IEP) has been developed for each trainee. •Trainees have received intensive group and individual counseling. •In addition to human resources, trainees have been trained to use and research written and computerized resources dealing with academic and job opportunities.
6. To provide follow-up and support to trainees applying for or accepted into a college program	•Trainees who are applying for or are accepted into a college program will receive academic support	•An Individualized Education Plan for each trainee has been developed based on general academic skills and/or academic major. •Project graduates have an individual interview and complete a survey to determine their next steps in achieving their long-term goals. •A plan for follow-up has been developed. •Individualized, contextualized basic skills, literacy, language support, and TOEFL preparation in the Adult Learning Center was provided for 7 students who completed the Marymount University class in June.

VI. SUMMARY OF SECOND YEAR OBJECTIVES (1993-94)

The following chart summarizes the project's objectives, proposed outcomes, and achievements.

SUMMARY OF SECOND YEAR OBJECTIVES		
OBJECTIVE	**PROPOSED OUTCOMES**	**ACCOMPLISHMENTS**
1. To refine the transition system	•Handbook on developing transition systems •Refined transition criteria for each level and each provider •Coordinated activities by each provider including electronic case management linked by phone modem •Individualized program curricula developed by and drawn from an electronic transitional curriculum developed by the partnership	•A handbook on developing transition systems has been written. • Transition criteria for each level and each provider has been refined. • Coordinated activities have included: refinement of assessment processes and instruments, refinement of system of sharing information on learners, refinement of transition curriculum. •Program curricula have been developed.
2. To recruit LEP adults in Arlington	•At least 75 new LEP adults will be recruited •Continue to strengthen relationships between community-based organizations, vocational training programs and local universities as well as other agencies serving and working with the target populations	•134 new LEPs were accepted into the project. •Intensive outreach activities were conducted among the LEP population as well as other agencies and organizations working with the target populations.
3. To screen potential trainees to identify their eligibility, English language proficiency levels, academic goals, job skills, aptitudes, and job training/field interests, needs, and further educational goals and place them appropriately along the continuum.	•All applicants complete aptitude and ESL test; test scores entered in student records •Interviews completed with applicants eligible to enroll	•Approximately 175 applicants were screened in a four step application process. •Applicants completed individual language proficiency assessment. •Interviews were conducted with applicants to assess interests, needs, and motivation to complete training. •Applicants were referred to appropriate training or educational component along the continuum. •Ongoing counseling was conducted.

SUMMARY OF SECOND YEAR OBJECTIVES

OBJECTIVE	PROPOSED OUTCOMES	ACCOMPLISHMENTS
4. To provide 300 ESL training slots for 125 LEP adults (75 individuals new in the second year; 50 individuals continuing from the first year)	•At least 60 slots for beginning ESL or native language literacy instruction at Hogar Hispano (including 45 slots for students transitioning from Hogar Hispano to REEP) •At least 180 slots for Literacy, beginning, intermediate, and advanced ESL training at REEP and the Adult Learning Center •At least 15-21 slots for pre-vocational training at ETC •At least 30-45 slots for pre-academic training at Marymount University	•421 training slots were provided for 134 individuals during the second year. •16 slots were provided for 16 individuals enrolled at Hogar Hispano, and 91 slots were provided for 42 students who completed classes at Hogar Hispano and transitioned to intensive classes at REEP. •337 slots were provided at REEP in intensive classes and the Adult Learning Center. •30 students transitioned from REEP to the pre-vocational English class at the Employment Training Center (ETC) •38 students transitioned from REEP to the pre-academic English class at Marymount University.
5. To provide extensive group and individual educational, career/work counseling, including development of an Individual Education Plan (IEP) for each trainee	Teachers provide: •group/individual career/work counseling to help trainees understand work requirements and environments in the U.S. •Job seeking training and practice on use of job search skills provided to all trainees	•Extensive group and individual counseling was conducted by counselor and teachers. •An Individualized Education Plan (IEP) was developed for each trainee. • Trainees learned to access written and computerized resources dealing with academic and job opportunities.
6. To provide follow-up and support to trainees applying for or accepted into a college program	•Trainees who are applying for or are accepted into a college program will receive academic support	•An Individualized Education Plan (IEP) was developed for each trainee. •Project graduates had an exit interview with project staff and completed a survey to determine their next steps in achieving their long-term goals. •Project graduates were provided with the opportunity for continued counseling. •Individualized instruction was provided in the Adult Learning Center.

SUMMARY OF SECOND YEAR OBJECTIVES		
OBJECTIVE	**PROPOSED OUTCOMES**	**ACCOMPLISHMENTS**
7. To provide follow-up support to trainees applying for job training.	•Trainees who are applying for job training will receive support.	•An Individualized Education Plan (IEP) was developed for each trainee. •Project graduates had an exit interview with project staff and completed a survey to determine their next steps in achieving their long-term goals. •Project graduates were provided with the opportunity for continued counseling. •Individualized instruction was provided in the Adult Learning Center.

VII. ACCOMPLISHMENT OF PROJECT OBJECTIVES

YEAR ONE: Objective 1: To develop an integrated transitional learning partnership.

YEAR TWO: Objective 1: To refine the transition systems

OUTCOME:

A partnership of ESL literacy providers was formed in Arlington during the first year. The partnership includes a community-based organization (Hogar Hispano), a local education agency (Arlington Education and Employment Program), a vocational program (Employment Training Center), and an institution of higher education (Marymount University). Coordinated activities included staff development, the development of assessment processes and instruments, establishment of transition criteria, the development of a database with case management capacity, and the development of a transition curriculum.

PROCESS:

During the second year, the project partners worked together to refine the transition system. Coordinated activities included refinement of systems established during the first year as well as the development of a plan for institutionalization. The partners also explored the use of a database for case management.

Process: The purpose of these coordinated activities is to address the assumption that a comprehensive approach to service delivery would facilitate learner access and transition. To this end, an advisory board consisting of representatives from each agency was formed and has convened nine times. Smaller subgroups of the advisory board were formed and met on a regular basis to work on many of the activities described in this evaluation report.

One of the goals of the partnership has been to become familiar with each other's organizational mission and philosophy, instructional programs, services, resources, and outreach strategies in order to enable coordination of activities. This goal has been accomplished in formal and informal ways. Formally, representatives of the partner programs have made presentations at board meetings and subgroup meetings, have shared written information, and have co-presented at orientation meetings for project

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applicants. Informal strategies have included tours of the partner programs, rotating locations for the advisory board meetings and subgroup meetings, observations of the registration and testing procedures at various sites, and classroom observations.

Through coordinated activities, the AALS partnership has accomplished the following during the grant period:

Transition Criteria

Transition criteria and eligibility requirements for each level and each provider were established and implemented during the first year and refined during the second year. These vary depending on the target transition (i.e. from Hogar Hispano to REEP, from one level to the next in REEP's General ESL track, from REEP's General ESL track to REEP's pre-vocational/pre-academic track, from REEP to Marymount University, and from REEP to the Employment Training Center). Depending on the target transition, criteria consist of:

- attainment of skills needed for transition, i.e. entry level descriptions (See Appendix A)
- test scores (eg. achievement of minimum score on English Placement Test for transition to Marymount
- teacher's assessment and recommendation
- evidence of factors needed for successful completion (eg. good attendance records, evidence of progress made in course objectives, motivation, realistic goals, availability)

In many cases, coordinators and teachers from the various partner programs conducted joint interviews, met to discuss individual cases, and made joint decisions about readiness to transition.

Mechanism for information sharing among partners

Prior to transitioning learners from one service provider to the next, coordinators from the respective agencies met to discuss logistics as well as the eligibility of individual learners.

When learners transitioned from one service provider to the next, extensive records were forwarded with the students. Such information includes: information from the transition database: results of assessment measures, summary of classes taken (Appendix B) as well as the learner's Individual Education Plan (Appendix C), progress reports (Appendix D), learner needs assessment, and samples of student work.

Information regarding the success of the transitioning learners was made available to the originating agency through progress reports, attendance records, partner meetings, as well as the results of exit interviews with learners and completion surveys.

Electronic Database and Case Management System

An electronic database was custom-designed by LGJ Services of Baltimore to facilitate case management. The system has been implemented for registration at REEP and was used extensively by the project coordinator for case management and information sharing among partner agencies.

While the intent of the system was to enable partners to share information about learners electronically, we have tested this use and found the above described system of information sharing to be more effective, given time constraints resulting from the elimination of the third year of funding as well as hardware and software compatibility problems.

Transition Curriculum

The process of developing a transition curriculum that would prepare learners with the skills needed to transition from one level to another and from partner to partner began with a review of curricula used by partners to assess how the various curricula fit together. While the agencies shared the common goal of preparing learners for transition, each agency was free to maintain philosophies consistent with their own institutional needs.

We began development at the upper end of the project spectrum (i.e. preparation for job training or academic study) since this is where the largest gap in language and academic skills existed. We first determined which skills the students would need to successfully transition to academic study or job training upon completion of the project and then determined the skills needed to transition from REEP to the academic English class at Marymount University and the vocational English class at the Employment Training Center. Based on these discussions and needs assessments conducted with teachers and students, curricular components for the pre-vocational and pre-academic tracks were developed, piloted, and revised based on teacher and student feedback. These components include the pre-vocational/pre-academic English classes at REEP, computer-assisted pre-vocational/pre-academic instruction in REEP's Adult Learning Center, the academic English class at Marymount, and the vocational English class at the Employment Training Center.

For the lower end and middle of the spectrum (i.e. for Hogar Hispano and REEP's General ESL tracks), we began with needs assessment activities with REEP students. We used learner-generated questionnaires (See Appendix E) to get feedback from the students because they are easier for ESL students to complete, responses are not limited to pre-determined choices, and such instruments are integral to the effective implementation of the transition curriculum.

Needs assessment was also conducted with staff at Hogar Hispano and REEP to get input on format, instructional approach, transition criteria, and leveling. Based on this input, a model for the curriculum was developed. The curriculum incorporates many of the features of REEP's previous curriculum with regard to format, approach, and content. Based on needs assessment, seven levels of instruction were developed at REEP and four levels of instruction were developed at Hogar Hispano.

Our original idea was to link our transition curriculum to "an electronic curriculum bank" to enable teachers and programs to "customize" curriculum. This may have been possible if the third year of funding had not been eliminated. At REEP, we have instituted a more workable solution. Progress reports for all levels are loaded onto the teachers' computer. Once teachers complete their class needs assessment and have determined which topic units will be covered throughout the cycle, they can customize their progress reports to reflect this coverage.

The final product of our joint efforts, The Arlington Adult Learning System (AALS) Curriculum: A Transitional ESL Curriculum for Adults, is being submitted with this report, and consists of the following components that prepare learners to transition along an educational continuum from literacy to preparation for academic or vocational study:

EDUCATIONAL AGENCY	CURRICULUM COMPONENTS
HOGAR HISPANO	Four levels of non-intensive lifeskills English, including pre-literacy.
ARLINGTON EDUCATION AND EMPLOYMENT PROGRAM (REEP)	Seven levels of intensive lifeskills English. Intensive advanced pre-vocational/pre-academic track of instruction. Computer-assisted pre-vocational/pre-academic track of classroom instruction.
MARYMOUNT UNIVERSITY	Intensive pre-academic English course.
EMPLOYMENT TRAINING CENTER	Intensive pre-vocational English course.

As illustrated in the chart on the next page, this curriculum is comprehensive in scope and assists learners in making progress in a variety of areas, consistent with each individual learner's language learning needs, level, and goals.

SCOPE OF INSTRUCTION

Learner Goal Areas	Learner Goals: Consistent with their language learning needs and goals, learners will:	Curriculum Features designed to enable learners' to achieve goals
Skills/ competencies	• increase skills in English in order to achieve language learning goals • acquire the competencies and language skills needed for transition from level to level and provider to provider • acquire the competencies and language skills needed for job training • acquire the competencies, language skills, and academic skills needed for academic study	• Multiple levels of ESL instruction, ranging from pre-literacy to preparation for academic and vocational study • Goals translated into specific performance objectives • Clearly articulated entry and exit descriptions that facilitate transition from one level to another and one provider to another
Learner Strategies	• increase strategies for being better learners, eg. asking for clarification, management of time and materials, understanding policies and procedures, following instructions • develop strategies for attaining language learning goals • develop strategies for attaining long-term education and employment goals • increase academic skills, such as notetaking, test taking	• Goals translated into specific performance objectives • Intensive pre-vocational/ pre-academic track • Individualized pre -vocational/pre-academic study • Individual Education Plans
Goal Setting	• be able to express their language learning needs and goals • be able to express and evaluate their long-term educational and employment goals • identify areas of strengths, weaknesses, and progress	• Needs assessment integral to curriculum design and implementation • Individualized Education Plan
Knowledge of higher education and training options	• gain knowledge of job training and academic opportunities, including application process and eligibility requirements • gain knowledge of financial aid options for academic study, including application process and eligibility requirements	• Goals translated into specific performance objectives • Intensive pre-vocational/ pre-academic track • Individualized pre-vocational & pre-academic study • Individual Education Plans

Assessment Processes and Instruments

Prior to the AALS system, there was no common assessment system. There was little or no coordination or understanding of the assessment instruments and processes used by the partner agencies. If or when learners exited one agency and applied to another, the new agencies had no knowledge of previously conducted assessments and had to rely solely on the information gained through their internal placement assessment. This assessment often did not reveal as full a range of the learner's skills as a more comprehensive intra-agency assessment could do.

The process of developing assessment processes and instruments for placement into appropriate points along the continuum and transition from one level to another and one service provider began with a review of each partner's assessment instruments and procedures. The partners then determined which currently used instruments could be adopted or adapted and what types of instruments needed to be developed. REEP uses the BEST Test (Basic English Skills Test) and in-house written tests for placement. These tests were administered to students enrolled in classes at Hogar Hispano as a measure of proficiency; these tests were adapted for use as placement instruments for new students at Hogar Hispano. The Michigan Test, used by Marymount University for placement into ESL and/or academic work, has been adopted by REEP as one measure of a student's readiness to transition to the academic English class at Marymount University and/or other college ESL programs. The TOEFL test, which is commonly used for screening college applicants, was administered to students in Marymount's pre-academic English class to assist them in transitioning to academic studies. The TABE Test (Test of Adult Basic English), used by the Employment Training Center, was administered to AALS students enrolled in ETC's vocational English class to assist students in transitioning to job training. REEP has also developed timed writing tests, modelled after Marymount's placement tests, to more effectively determine writing readiness for classes at Marymount and the Employment Training Center.

In addition to more standardized assessment instruments, entry level descriptions have been developed and refined for all transition levels (See Appendix A). These descriptions were modeled after the MELT (Mainstream English Language Training) Student Performance Levels (SPLs), provide measures for the reading, writing, speaking, and listening skills that a learner should demonstrate in order to be placed into or transitioned to each proficiency level.

Through the development of a transitional assessment system, the transition of learners from one agency to another is facilitated through common assessment processes and instruments that the receiving agency understands and uses in its evaluation of the applicant. According to the teacher of the Employment Training Center transition class, some learners would not have been admitted to job training based on the standard placement procedures, but because the learners had been able to demonstrate progress and requisite skills in class, they were accepted into the job training program.

The following chart shows the assessment processes and instruments that were used prior to this project as well as new and refined processes established through the project. Through these refined systems, we have created a common assessment system and are better able to articulate a learner's readiness to transition.

AALS PLACEMENT AND ASSESSMENT INSTRUMENTS AND PROCESSES

AGENCY	ASSESSMENT INSTRUMENTS AND PROCESSES
Hogar Hispano	*Placement into Hogar Hispano classes:* •Short version of the oral and written tests administered at REEP *Transition to REEP:* See REEP below.
Arlington Education and Employment Program (REEP)	*Placement of Hogar Hispano Transition Students and Others into REEP classes:* •BEST Test (Basic English Skills Test) •Written Test developed by REEP •Attendance and Progress Records for Hogar Hispano students *Transition to Pre-academic Class at Marymount:* •English Placement Test developed by the University of English •Timed writing tests (modelled after Marymount's placement test) •Classroom assessment of progress and achievement of skills needed to transition (See progress reports and Level Descriptions.) *Transition to Pre-vocational Class at the Employment Training Center:* •TABE Test (Test of Adult Basic English) •Timed Writing Samples •Classroom assessment of progress and achievement of skills needed to transition (See progress reports and Entry Level Descriptions following this chart).
Employment Training Center	*Transition Instruments to Job Training Programs:* •TABE (Test of Adult Basic English) •Office Skills Test developed by ETC •Intake Interview •Classroom assessment of progress and achievement of skills needed for job training programs (See progress report and Entry Level Descriptions.)
Marymount University	*Transition Instruments to Credit Programs:* •English Placement Test •Timed Writing Test •TOEFL (Test of English as a Foreign Language) •Classroom assessment of progress and achievement of skills needed for credit ESL and/or academic classes (See progress report and Entry Level Descriptions).

Staff Development for Instructional Staff

Staff development resources and activities have been coordinated among project partners. These include:

- Project orientations sessions for teachers at all partner institutions
- Training in how to use the **AALS** Transition Curriculum
- Opportunities for instructional staff to attend REEP's Visitors' Day, Volunteer Trainings, and Cluster Trainings
- Teacher involvement in the review and revision of intake and placement procedures and instruments
- Teacher involvement in the development and revision of the **AALS** Transition Curriculum.
- Teacher participation in a state-funded Alternative Assessment Project.

Staff Presentations at local and national conferences (See Dissemination)

Handbook on Developing Transition Systems

Based on the lessons we have learned through the experience of setting up and implementing a comprehensive transition system for learners, we have developed a handbook for the field. The handbook is being submitted with this report.

YEAR ONE: Objective 2: To recruit at least 125 LEPs in Arlington.

YEAR TWO: Objective 2: To recruit at least 75 new LEP adults in Arlington.

OUTCOME:

During the first year, **155** LEPs were recruited and enrolled in the project. During the second year, **134** NEW LEPs were recruited and enrolled in the project. A total of **289** LEPs participated in the project.

PROCESS:

The purpose of outreach activities was to address the assumption that lack of information and lack of financial resources hinder learners' access to services and educational mobility. To this end, extensive outreach activities were conducted on an on-going basis, and relationships with community-based organizations, vocational training programs, local universities, and other agencies working with the target population have been strengthened.

Strategies for Strengthening Ties with Other Agencies

Specific strategies for strengthening ties between the project partners were discussed in Objective One. Strategies used to strengthen organizational relationships and collaboration beyond the project partners have included:

- Dissemination of information to agencies serving and working with the target population
- REEP Visitor Days, which provide an orientation to representatives from agencies involved with the target population
- Establishment of closer ties with the Northern Virginia Community College, the Arlington Extension Service, the Department of Vocational Rehabilitation, Goodwill Industries, and Connections - a program that assists unaccompanied Amerasians.

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Strategies for Strengthening Recruitment:

The following strategies were used to recruit target LEPs for participant in this project:

- Mailings to agencies working with the target population
- In-language orientation sessions for Hogar Hispano students
- Orientation sessions at REEP for learners interested in the pre-vocational/pre-academic track
- In-language orientation sessions for ETC referrals
- Flyers posted in the community and distributed by current students
- Referrals from current students, refugee counselors, project instructors, the Virginia Employment Commission, the Arlington Employment Center
- Referrals to REEP by Hogar Hispano and the Employment Training Center
- Referrals by REEP to Hogar Hispano, the Employment Training Center, and Marymount University
- Staff and student participation at community events (eg. 1993 VocFest, Arlington County Fair, Community Festivals, and Job Fairs
- Mailings to former students
- Tours of the Employment Training Center

YEAR ONE AND TWO: Objective 3: To screen potential trainees to identify their eligibility, English language proficiency levels, academic goals, job skills, aptitudes, job training interests, and further educational goals and place them appropriately along the learning continuum.

OUTCOME:

During the first year, approximately **400** participated in project orientation sessions to receive information about the project as well as general educational opportunities available in Northern Virginia. Approximately **200** potential trainees were screened as of September 24, 1993. As a result, **155** individuals were enrolled in the project during the first year. During the second year, approximately **350** participated in project orientation sessions to receive information about the project as well as general educational opportunities available in Northern Virginia. Approximately **175** potential trainees were screened during the second year. As a result, **134** new individuals were enrolled in the project during the second year.

PROCESS:

The purpose of these activities was to address the assumption that learners lack skills and information needed to make appropriate choices for educational services that could assist them in achieving their goals. Twenty-four orientation sessions were conducted at REEP and Hogar Hispano. The orientation sessions were conducted with groups of potential applicants and consisted of a description of the Arlington Adult Learning System (AALS), a tentative schedule of instruction, eligibility requirements, and application procedures.

Applicants interested in participating in the project then underwent a 3 step application/screening process: language assessment, completion of the application, and an individual counseling session. For the language assessment, applicants completed REEP's Written Test and the BEST oral test. All applicants completed an application form (Appendix F) providing basic demographic and availability information. Applicants for the pre-vocational/pre-academic track also provided information regarding educational and occupational experience as well as educational and employment goals. Upon completion of the first two steps, applicants were interviewed individually to discuss their eligibility, their goals, the relevance of the project to their goals, and their ability to complete the project. Applicants for the pre-vocational and pre-academic tracks also discussed their strategies to attain their long-term goals upon completion of the project. Applicants for the pre-vocational track were interviewed jointly by personnel from REEP and ETC to ensure eligibility for job training upon completion of the project. Successful applicants received further information about their individual project schedules and a letter

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of congratulations describing the project and reviewing project requirements (Appendix F).

Of the applicants screened, **155** individuals were accepted and enrolled in the project during the first year, and **134** individuals were accepted and enrolled during the second year (See Appendix G for participant demographics). Those who were not accepted were counseled regarding their options. In cases where the applicant's language proficiency exceeded the target levels for the project, applicants were advised to apply directly for job training or academic study and were given information on how to proceed. In cases where applicants had had too many absences in previous classes, they were advised to reapply once they had achieved a better attendance record. In other cases, applicants felt that intensive study was not possible for this time; they were provided with referral information to appropriate service providers and encouraged to apply again for the project should their situation change. Every individual who applied for the project received individual attention and counseling.

YEAR ONE: Objective 4: To provide 300 training slots for 125 individuals.

YEAR TWO: Objective 1: To provide 300 training slots for 125 individuals.

OUTCOME:

During the first year, **305** training slots[1] were provided for **155** individuals. During the second year and the three month project extension, **421** training slots were provided for **134** individuals, for a project total of **726** slots.The following chart shows the number of instructional slots provided at each partner institution.

In most cases, the goals for each institution were exceeded. However, we were unable to reach our first year goal of transitioning 24-30 learners to ETC because half way through the year, ETC had to eliminate their evening job training, and we could no longer recruit learners with evening only availability (See Challenges to Implementation).

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[1] A slot is one instructional cycle.

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The following chart shows the number of instructional slots provided at each partner institution during the two year project.

	Hogar Hispano	**REEP**	**Marymount**	**ETC**
YEAR ONE (October 1992-September 1993)	**15** slots (slots for **AALS** students enrolled at Hogar Hispano)	**241** slots (**69** slots for **31** Hogar referrals; **15** slots for ETC referrals; remainder for pre-vocational and pre-academic track)	**29**	**20**
YEAR TWO (October 1993-December 1994)	**16** slots (slots for students enrolled at Hogar Hispano; **91** slots provided at REEP for **42** Hogar Hispano referrals)	**337** slots (**91** slots for **42** Hogar referrals; remainder for pre-vocational and pre-academic track)	**38**	**30**
PROJECT TOTAL	**31** slots	**578** slots	**67** slots	**50** slots

PROCESS: The purpose of this activity was to address the assumption that one of the barriers learners face is lack the financial resources needed for initial and sustained access to services. All project services were provided free of charge to the learners. The schedule for instruction was designed to facilitate transition so that learners would not have long breaks between services. (See Appendix H for a Schedule of Services Provided).

YEAR ONE AND TWO: Objective 5: To provide extensive group and individual educational/career counseling, including the development of an Individual Education Plan (IEP) for each trainee.

OUTCOME:

Extensive group and individual counseling has been conducted for the **289** individuals enrolled in the project.

PROCESS:

These activities address the assumption that learners need assistance in formulating goals and developing skills that will empower them to attain those goals. Through the AALS, educational and career counseling has become an integral part of the curriculum at REEP, Marymount University, and the Employment Training Center. The AALS counseling process begins with the orientation session discussed under Objective 3 and continues through classroom instruction, group counseling sessions with the case manager and/or teacher, and individual counseling sessions with the case manager and/or teacher.

Individualized Educations Plans

Individualized Education Plans (IEP) have been developed and completed by each transition student (See Appendix C). Students enrolled in the AALS at Hogar Hispano completed an IEP in Spanish. Students who transitioned from Hogar Hispano to REEP and students enrolled in the pre-vocational/pre-vocational track at REEP completed an IEP in English. The IEPs were completed in group counseling sessions and reviewed by the case manager and instructor. Individual sessions were scheduled with the case manager and/or teacher to discuss the IEP. The case manager updated the IEPs in subsequent individual counseling sessions, eg. prior to transitioning and upon project completion. Data from the IEP was entered into the computer for case management of pre-vocational and pre-academic learners. IEPs were forwarded with the students when they transitioned to another service provider.

Group Counseling

Group counseling sessions were conducted frequently by the AALS case manager at REEP, representatives from partner programs, and course instructors at all locations. These sessions included discussion and completion of the Individual Education Plan (IEP), site visits to Marymount University and/or the Employment Training Center, educational field trips to "College Night" sponsored by the Arlington Public School, test taking practice, orientation to new software programs, discussion of how to look for and obtain employment and what to expect on the job, guest speakers on financial aid opportunities, etc. In addition, the case manager at REEP and the Marymount or ETC Coordinator met with each group prior to transitioning to Marymount University or the Employment Training Center to ensure that the students understood the next step and to answer any questions the students had. The students also completed a needs assessment survey (Appendix E) and a writing sample (Appendix E) which transitioned with them to the next class location.

Individual Counseling

Individuals were counselled by course instructors at all class locations, the AALS case manager at REEP, and project coordinators at each partner institution.

At REEP, course instructors meet with individuals at mid-cycle and at the end of the cycle to review progress reports and to discuss the progress that the learners have made and recommendations for the second half of the cycle or for the next cycle.

In addition, the AALS case manager and/or course instructor met with each individual prior to transitioning from level to level and from one service provider to the next. The purpose of these meetings was to discuss the student's progress, review any changes in the student's goals, and provide appropriate counseling and referral. When students transitioned from Hogar Hispano to REEP, they first took the placement test at the REEP location of their choice. To facilitate the transition and provide a link between the two programs, the ESL Coordinator from Hogar Hispano was on hand for the testing sessions and met individually with each student to discuss the next steps and to answer any questions the students had.

The AALS case manager met with each individual upon completion of the project. The purpose of this meeting was to discuss student's goals, how the project has helped moved them toward their goals, how the project could have helped them more, and what steps the students has taken to move toward achievement of short- and long-term goals. In addition to discussing these points with the case manager, the students also completed a survey that became part of their project file (See Appendix I). While the survey also asked students about how they could be contacted for future follow-up interviews, this type of formal follow-up was not possible because of the elimination of the third year of funding.

When learners completed the pre-vocational track at ETC, they were also counselled by the ETC Project Coordinator and Job Counselor.

Other Resources

In addition to the human resources available to students, one of our goals was to help students develop tools and strategies to help themselves. The pre-vocational/pre-academic curriculum at REEP deals extensively with developing learning strategies that will assist students in future endeavors. One such learning strategy is the ability to research education and career options since this is one of the greatest barriers to advancement that immigrants, particularly limited English proficient (LEP) immigrants face, in terms of advancement in the US. In addition to providing instruction on accessing information from written materials (eg. college catalogs and job training brochures), students can explore education and career opportunities using computer software programs. One such program is the Student Aid Tour (US Department of Education), which allows students to research information about possibilities and eligibility requirements for federal student aid. Another example is Virginia VIEW (Vital Information for Education and Work), through which students can interact with the computer to examine suitable career choices based on their interests, preferred areas of work, physical strengths and capabilities, desired working conditions, educational levels, and temperaments. VIEW also provides detailed information on salaries, job outlook, and training options available in Virginia.

YEARS ONE AND TWO: Objective 6: To provide follow-up support to trainees applying for or accepted into a college program.

OUTCOME:

During the first year, **7** students who completed the pre-academic class at Marymount received follow-up support in basic skills, language, and test preparation in the Adult Learning Center at Wilson School. During the second year, **21** students received follow-up support during the second year.

PROCESS:

The purpose of this activity was to provide additional support for learners interested in academic study. Such follow-up includes additional language and academic skills development as well as further counseling and research of appropriate educational choices. During course completion interviews at Marymount University, the students were counseled with regard to the possibility of such follow-up and devised a follow-up learning plan based on self-assessment and recommendations made by their classroom teachers.

YEAR TWO: Objective 7: To provide follow-up support to trainees applying for job training.

OUTCOME:

During the second year, **4** slots were provided in the Adult Learning Center for students who completed the pre-vocational English class at the Employment Training Center (ETC).

PROCESS:

The purpose of this activity was to provide additional support for learners interested in vocational study. Such follow-up included additional language development as recommended by the ETC teacher. During course completion interviews at the Employment Training Center (ETC), the students were counseled with regard to the possibility of such follow-up, and devised a follow-up learning plan based on self-assessment and recommendations made by their classroom teacher.

VIII. PROJECT IMPACT ON THE LEARNER

This project has enabled the development and implementation of a full-service approach to training LEPs. This has had a significant impact on the learner, the individual partner institutions, and the educational system. The project has provided the requisite time, money, and resources needed to better meet the diverse needs of LEPs through coordinated services and activities. This section discusses specific impacts on learners, the institutions, and the system as well as how the project has been able to reduce/solve the problems which we set out to solve.

In order for learners to achieve their educational and employment goals, the project focused on the following areas of learner change: knowledge, goal setting, skills/competencies, strategies. The following chart shows the targeted areas of learner change, learner goals for each area, project activities designed to enable learners to achieve goals, and indicators of change that were tracked.

The following chart summarizes the change areas, project activities, and indicators of change. The narrative that follows the chart describes the process in detail.

1. Learner Change Chart

LEARNER CHANGE CHART

Learner Change Areas	Learner Goals: Consistent with their language learning needs and goals, learners will:	Project Activities designed to enable learners' to achieve goals	Indicators of Change
Knowledge of education and training options	• gain knowledge of the range of ESL services available • gain knowledge of job training and academic opportunities, including application process and eligibility requirements • gain knowledge of financial aid options for academic study, including application process and eligibility requirements	• Intensive Outreach Efforts (See Objective 2) • Project Orientations (See Objective 5) • Individual and group counseling sessions (See Objective 5) • Transition Curriculum (See Objective 1) • Computer resources on employment, education, and financial aid • Guest speakers • Field trips	• 750 potential trainees attended project orientations • 375 learners applied for the project • 289 learners were enrolled in the project • 190 transitions across the system • approximately 27+ project participants transitioned to non-AALS providers • achievement of related objectives in the transition curriculum (eg. filling out applications) • learner comments during counseling sessions and on project surveys (Appendix I) that indicated an increased knowledge of training options • 5 project participants gave public talks about their participation in the project (See Dissemination)

LEARNER CHANGE CHART

Learner Change Areas	Learner Goals: Consistent with their language learning needs and goals, learners will:	Project Activities designed to enable learners' to achieve goals	Indicators of Change
Goal Setting	• be able to express their language learning needs and goals • be able to express and evaluate their long -term educational and employment goals • identify areas of strengths, weaknesses, and progress	• Application essay questions (See Appendix F) • Transition Curriculum • Individualized Education Plan (See Appendix C) • Interviews with teachers and counselors • Transition writing samples • Self-assessment activities • Dialogue journals • Project completion surveys (See Appendix I) • Progress reports (student comment sections, including goal statement; See Appendix D)	• achievement of related goals in the curriculum • 190 transitions across the system • estimated 27+ transitions to non-AALS providers (eg. academic and vocational training programs) • learner comments during interviews, in class, and on progress reports, completion surveys, and writing samples: See Appendices for samples)

LEARNER CHANGE CHART			
Learner Change Areas	**Learner Goals: Consistent with their language learning needs and goals, learners will:**	**Project Activities designed to enable learners' to achieve goals**	**Indicators of Change**
Skills/ competency	• increase skills in English in order to achieve language learning goals • acquire the competencies and language skills needed for transition from level to level • acquire the competencies and language skills needed for job training • acquire the competencies, language skills, and academic skills needed for academic study	• Development of entry level descriptions (See Appendix A) • Multiple levels of ESL instruction (14 levels of instruction ranging from pre-literacy through preparation for vocational and academic study • Alternate and flexible delivery modes: Intensive as well as non-intensive classes, open entry as well as fixed entry offerings, individualized study options, morning, evening and weekend instruction • Transition curriculum • Alternative assessment	• achievement of project goals • achievement of objectives set forth in the curriculum for a given level • course completion data (See Supporting Data) • promotion/retention data (See Supporting Data) • achievement of transition criteria from level to level (See Supporting Data) • 190 learners achieved transition criteria and transitioned from provider to provider • attendance records/hours of instruction graduation • progress reports (See Appendix D) • test data (See Supporting Data)

LEARNER CHANGE CHART			
Learner Change Areas	**Learner Goals: Consistent with their language learning needs and goals, learners will:**	**Project Activities designed to enable learners' to achieve goals**	**Indicators of Change**
Learner Strategies	• develop strategies for attaining language learning goals • develop strategies for attaining long-term education and employment goals • increase academic skills, such as notetaking, test taking • increase strategies for being better learners, eg. asking for clarification, management of time and materials, understanding policies and procedures, following instructions	• Transition curriculum (Needs Assessment and Goal Setting/ Pre-vocational/pre-academic Track at REEP, ETC, MU) • Individual and Group counseling • Individual Education Plans (See Appendix C) • Test taking practice • Field trips • Guest speakers • Learning logs • Dialogue journals • Project Surveys	• progress reports (See Appendix D) • achievement of related objectives in the transition curriculum • test data (See Supporting Data) • surveys and interviews

2. Process and Evidence of Learner Change

The evidence of impact on learners' knowledge, goal setting, skills/competencies, and strategies outlined in the preceding chart is tracked through a process that begins with outreach and orientation and continues throughout the application process, on-going counseling, classroom instruction, and transitioning from one level to another, from one project provider to another, and from the AALS into job training or academic programs. The evaluation of the achievement of these goals is also a process that involves the learners themselves, classroom instructors, and the case manager. The following outlines the process chronologically, identifies the learner goals to be developed at each stage of the process, and the data to support the impact that the activities have had on the learner.

The purpose of the orientation sessions was to begin developing learner goals related to gaining knowledge needed to access appropriate services and setting appropriate and realistic goals. As a result of the orientation sessions regularly conducted at REEP and Hogar Hispano, approximately **750** learners gained access to information that was previously available on a ad hoc basis only. From the information gained in these orientation sessions, learners were able to make more informed decisions based on their personal situations and goals. This is indicated by the number of learners who applied for the project. As a result of the orientations, approximately **375** learners applied for the AALS project and were screened. Another indicator of change in this area is that some learners used the knowledge gained during the orientation sessions to access job training and educational opportunities on their own, i.e. without participating in AALS instruction. No figures are available for this, only anecdotal reports from the students themselves and/or their friends. Others, who also gained knowledge through the sessions, decided not to act on the knowledge at this time for various reasons, eg. job schedules, family commitments, goals not consistent with the project, etc.

During the application process, the case manager assessed the knowledge gained through the orientation process as well as a learner's ability to express his education and employment goals, as indicated by responses on the application and during the interview. Some learners were already able to express their goals and identify strategies for achieving them. Other learners needed more time and assistance in developing realistic goals, which they received through on-going counseling and classroom instruction. As a result of this application process, **155** individuals were admitted to the project during the first year, and **134** new individuals were admitted during the second year.

Through the orientation and application processes developed for the AALS, the project has enabled significant numbers of learners to gain knowledge of educational options, to make more informed decisions about these options, and to begin developing realistic language learning, educational, and employment goals for the future.

Once in the classroom, the Transition Curriculum provides the framework for achievement of learner goals in the areas of knowledge, goal setting, skills/competencies, and learner strategies. The curriculum also provides the framework for evaluation of learner goals in the identified areas. The Transition Curriculum is designed to assist learners in achieving these goals, consistent with their language learning needs, level, and goals. That is, all goals outlined in the preceding charts are not meant to be achieved by all learners at all of the **14** levels of instruction offered through the AALS.

Knowledge of Education and Training Options

Within the framework of the curriculum, goals related to gaining knowledge were emphasized in the pre-vocational/pre-academic tracks at REEP, Marymount University, and the Employment Training Center (ETC). To assist learners gaining knowledge of training and academic opportunities in order to develop and evaluate long-term education and employment goals, the curriculum at these levels integrates an array of audiovisual materials (eg. college information videos, video series on working in the US) and print materials (eg. college catalogs, applications, job training manuals, and financial aid booklets). In addition, learners access other resources through supplemental activities: computer software, guest speakers, and field trips, eg. to the library.

With the knowledge gained through the AALS Transition Curriculum and supplemental activities, students were better able to set, express, and evaluate job training and academic goals and to develop strategies for achieving these goals. Learners demonstrated this ability in a number of ways in the classroom: achievement of related goals in the curriculum, needs assessment surveys, writing samples, and Individualized Education Plans (IEP). Indicators of learner change are the number of learners who have achieved the criteria needed to transition to the pre-vocational/pre-academic track at REEP to classes at Marymount University and the Employment Training Center (ETC). One hundred and seventeen learners **(117)** learners transitioned to Marymount or ETC classes during the AALS project. Several other learners transitioned directly from REEP to job training at ETC, job training at Goodwill Industries, or higher education at the Northern Virginia Community College, and computer classes at the Buckingham Extension Center.

Goal Setting

Needs assessment and goal setting activities are integral to the curriculum. By design, each level of the REEP section of the curriculum contains more topics than could effectively be covered within one cycle of instruction (see Appendix J for an overview of topics available). Each level begins with needs assessment, one of the goals of which is for the teacher and the learners to decide together which units are most relevant to the learner and should be covered during the cycle. Through this process, learners at all levels develop the ability to express their language learning needs and goals.

Appendix E provides samples of the needs assessment tools that teachers use to conduct needs assessment as well as to assess learners' ability to express their goals and identify areas of strengths, weaknesses, and progress.

Education and employment goals were further developed and refined in counseling sessions with the case manager. The case manager met with each learner in the pre-vocational/pre-academic track at least once per cycle. During this meeting, the case manager and the learner discussed the learners' goals, any changes in the learners' goals, as well as steps taken and progress made toward achieving those goals. The case manager recorded this information on the learner's Individualized Education Plan. Upon completion of the AALS project, the learners also responded to a Completion Survey and discussed it with the case manager (see Appendix I).

Learners demonstrate their ability to express their goals in a number of ways: achievement of related goals in the curriculum, classroom needs assessment activities, entries in dialogue journals, writing samples, Individualized Education Plans (IEP), and interviews with their case manager. Indicators that learners have succeeded in achieving the objectives for their particular level are indicated by course completion data (see Supporting Data below).

Skills/competencies/strategies

At all levels, the Transition Curriculum addresses the learner goals of acquiring the competencies/skills/strategies needed for transition from one level to another. These goals translate into specific competency performance objectives in the curriculum and into entry level descriptions for students. Using a variety of assessment techniques and tools, classroom instructors evaluate learners on their achievement of performance objectives and record the results on the learner's progress report. Instructors also evaluate the learners' language skills against entry level descriptions at the beginning of the cycle, at mid-cycle, and at the end of the cycle. The evaluations are recorded on the second page of the progress reports. These evaluations become the primary criteria in decisions on whether to promote a learner to a higher level or not, i.e to transition from one level to another or from one service provider to another.

Course completion data (see below) is an indicator of learner change in acquiring the competencies/skills/strategies required to transition to the next level.

IX. SUPPORTING DATA

Ultimately, the goal of the process described in the above section is to enable learners to acquire the skills, competencies, and knowledge that they need in order to move ahead in English and attain their goals. The following section provides project data that is used to measure learner change.

A) Course Completion Data and Achievement of Transition Criteria

Achievement of transition criteria from one level to the next is illustrated by course completion data. Statistics for each quarter include total enrollment, completions, and successful completions for Wilson School, Glencarlyn School, and the Adult Learning Center, Hogar Hispano, Employment Training Center, and Marymount University.

Completions include learners who finished the cycle as well as those who withdrew for job-related reasons. Successful completions include learners who completed the cycle and achieved the criteria needed to move to the next level as well as those who withdrew for job-related reasons.

YEAR ONE: COMPLETION AND SUCCESS DATA

	1st Quarter			2nd Quarter			3rd Quarter			4th Quarter		
	T	C	S	T	C	S	T	C	S	T	C	S
Wilson	NA	NA	NA	44	91%	93%	31	94%	97%	36	89%	72%
Adult Learning Center	8	100%	100%	9	100%	100%	18	83%	100%	15	93%	100%
Glencarlyn	2	100%	NA	27	89%	NA	24	92%	NA	18	100%	NA
ETC	NA	NA	NA	5	100%	100%	20	91%	100%	4	100%	100%
Marymount University	NA	NA	NA	NA	NA	NA	12	100%	100%	17	88%	100%
Hogar Hispano	NA	NA	NA	14	93%	46%	1	100%	100%	NA	NA	NA
QUARTER TOTAL	10			99			106			90		

T= total quarter enrollment; C= % of learners who completed quarter or withdrew for job-related reasons; S= % of learners who completed the quarter and were promoted to the next level and those who withdrew for job-related reasons. **NA** = not applicable; no AALS applicants served. Most Hogar Hispano referrals studied at Glencarlyn because of the proximity to their homes. Success data using the transition curriculum is not available since the curriculum was not implemented at Glencarlyn unit November 1993.

First Year Analysis

Completion for AALS students at all locations are very high. By means of comparison to similar populations, AALS completion rates of **89%** - **100%** at Wilson and Glencarlyn are the highest of any REEP student population during the same time period, eg. compared to REEP's tuition students at Wilson and Glencarlyn Schools at **82%** completion for 1992/93.

Success rates for AALS students are also strikingly high on the whole. By means of comparison to similar populations, AALS success rates of **72%** - **97%** at Wilson are the highest of any REEP student population, eg.compared to REEP's tuition success rates of **65%** for 1992/93.

YEAR TWO: COMPLETION AND SUCCESS RATES

	1st Quarter			2nd Quarter			3rd Quarter			4th Quarter			Extension		
	T	C	S	T	C	S	T	C	S	T	C	S	T	C	S
REEP: Wilson	35	97%	82%	34	94%	69%	40	98%	69%	32	91%	79%	NA	NA	NA
REEP: Adult Learning Center	31	87%	100%	19	89%	100%	22	95%	100%	27	89%	100 %	27	89%	100 %
REEP: Glencarlyn	21	86%	61%	25	92%	61%	24	92%	27%	NA	NA	NA	NA	NA	NA
Employment Training Center	5	100%	100%	7	100%	100%	NA	NA	NA	8	85%	100 %	10	80%	89%
Marymount University	NA	NA	NA	13	100%	100%	12	92%	100%	13	92%	100 %	NA	NA	NA
Hogar Hispano	4	100%	0%	12	83%	100%	4	100%	75%	NA	NA	NA	NA	NA	NA
QUARTER TOTAL	96			110			98			80			37		

T= total quarter enrollment; **C**= % of learners who completed quarter or withdrew for job-related reasons; **S**= % of learners who completed the quarter and were promoted to the next level or those who withdrew for job-related reasons. **NA** = not applicable; no AALS applicants served.

Second Year Analysis

Completion for AALS students at all locations are very high. By means of comparison to similar populations, AALS completion rates of **86%** - **92%** at Wilson and Glencarlyn are the highest of any REEP student population during the same time period, eg. compared to REEP's tuition students at Wilson and Glencarlyn Schools at **84%** completion for 1993/94. It should be noted that the AALS project, in particular the enthusiasm generated among staff and students through the curriculum development process, has been at least partially responsible for an increase in completion rates for REEP's tuition population (**72%** in 1989/90; **77%** in 1990/91, **81%** in 1991/92; **84%** in 1992/93; **85%** to date in 1994/95).

Success rates (i.e. promotion rates) for AALS students are also strikingly high on the whole. Success rates for REEP's Adult Learning Center, the Employment Training Center, and Marymount University are strikingly high, ranging from **89% - 100%**. Wilson success rates range from **69% - 82%** while Glencarlyn success rates range from **27% - 61%**. The differences in success rates need to be viewed with respect to the target population and project goals. AALS learners enrolled in the pre-vocational/pre-academic tracks at REEP, Marymount, and ETC had the highest success rates. AALS learners who transitioned from Hogar Hispano had the lowest success rates. The Glencarlyn success rate of only **27%** during the third quarter is the lowest. It seems that when Hogar Hispano students transitioned to Glencarlyn, they generally placed into beginning levels and had higher success rates at beginning levels, as demonstrated by first year rates as well as for the first two quarters of the second year. However, by the third quarter of the second year many had reached an intermediate level and were not able to achieve the level needed to move to the next level. However, these students have very high completion rates, most studied for several cycles, and **11** students continued at Glencarlyn as tuition or scholarship students once the AALS project ended.

B) Transition Data: Achievement of Transition Criteria and Project Goals

Achievement of transition criteria from provider to provider is illustrated by the number of learners who have transitioned and achieved their project goals. During the first year, **31** students from Hogar Hispano transitioned to REEP, **20** students transitioned from REEP to the Employment Training Center, and **29** students transitioned from REEP to Marymount University. During the second year, **42** students from Hogar Hispano transitioned to REEP, **30** students transitioned from REEP to the Employment Training Center, and **38** students transitioned from REEP to Marymount University.

REEP to ETC Transition

Of the **50** students who transitioned from REEP to ETC during the project, **45** **(92%)** successfully achieved their project goal of completing pre-vocational instruction at REEP and ETC (of those who withdrew, one student got a job that conflicted with training, one student broke her arm but subsequently was accepted into ETC's job training program, and one student moved out of the area.)

REEP to Marymount University Transition

Of the **67** students who transitioned from REEP to Marymount during the first year (of those who withdrew, two students got jobs - one with an embassy and the other with a computer company in another state, **61** **(91%)** achieved their project goal of completing pre-academic instruction at REEP and Marymount. One student had to return to her country; the others have not responded to inquiries.

Hogar Hispano to REEP Transition

Of the **73** Hogar Hispano learners who transitioned to REEP during the project, **68 (93%)** achieved their project goal of completing at least one cycle at Hogar Hispano and one cycle at REEP.

Of those who completed their project goal, **45 (68%)** studied more then one cycle at REEP, and **11** students continued at REEP after the AALS project ended. The Hogar Hispano students transitioned to Marymount, and one student transitioned to ETC.

C) Post-Project Transitions: Pre-Vocational/Pre-Academic Track

For learners who completed the pre-vocational and pre-academic tracks, their ultimate goal was to begin job training or academic study. While it is not within the scope of this project to be able to track their success upon completion of the project, data is available from some learners. Additional data could have been gathered if the third year of funding had not been eliminated.

Job Training

Thirty-one (31) AALS participants enrolled in job training at the Employment Training Center. Of those, **nineteen (19)** have already completed their training and secured employment. One learner was referred back to REEP for additional English study prior to beginning job training.

In addition, two AALS participants began job training at the Goodwill Industry, three students completed computer classes at the Buckingham Extension Center, and one entered Job Corps.

Academic Study

Seventeen (17) AALS learners have reportedly begun studying at the Northern Virginia Community College, and many others have gone through the application and testing process at the Northern Virginia Community College (See Challenges). Using the knowledge gained through this project, most of those eligible to apply for financial aid have done so.

Five AALS learners have transitioned to Marymount University for a pre-academic English class (see Institutionalization).

Continued English Study

Two learners have continued to study in the Adult Learning Center at Wilson School; one a tuition basis and the other with JOBS finding. One student enrolled at Lado

International College. Eleven Hogar Hispano referrals continued study at REEP on a tuition or scholarship basis.

D) Standardized Test Data

When learners entered the AALS system, they were given a placement test consisting of an oral interview and a written test. Based on the test results as well as previous records in the system (if applicable) and demographic information (eg. age, education level, length of time in the US), learners were placed into appropriate class levels. Promotion to the next level was determined by how well the learner meets the entry level descriptions, achievement of course objectives, and class performance. The original placement test was only readministered to the learner in cases where an instructor required additional information. Therefore, consistent pre and post-test data using the placement tests is not available. Pre-Post Test Data is available for learners who took the English Placement Test (Michigan Test).

English Placement Test (University of Michigan)

In the case of learners who transition from REEP to Marymount University, pre and post-testing was done with the English Placement Test (University of Michigan) since this is the placement test most often used by colleges and universities for placement into English as a Second Language and/or academic work. This test consists of **100** items in **4** areas: listening comprehension, grammar, vocabulary, and reading. The highest score possible is **100**.

Pre-tests were administered while students were studying at REEP; post-tests were administered while students were studying at Marymount.

First year data: There was a wide range in pre and post test scores: **38-80** on the pre-tests and **55-87** on the post-tests. There was also a wide range in the points gained from the pre-test to the post-test: **1** point to **33** points, with an average gain of **14**. One student's post-test score was lower than the pre-test score.

The target score that we had wanted learners to reach by the end of the project was **80** since this is a common cutoff score for advanced ESL coursework combined with academic study. Eleven (**42%**) of the students attained a score of **80** or above, and another **6** students were within **3** points of the target score. In light of the fact that students did not improve their tests scores as much or as rapidly as had been anticipated, we have made some adjustments in transition criteria from REEP to Marymount for the second year. During the first year, we used a target score of **60** for transition from REEP to Marymount; during the second year, we decided to use a target transition score of **70**.

Second year data: There was again a wide range in pre and post test scores: **44-95** on the pre-tests and **44-97** on the post-tests. There was also a wide range in the points gained from the pre-test to the post-test: **2** points to **30** points, with an average gain of **12**. One student's post-test score (**44**) was lower than the pre-test score; however, her purpose in taking the class differed from the others. She was referred to Marymount by ETC in order to improve her overall English skills. Following completion of the Marymount class, she was successful in gaining admission to job training at ETC.

The target score for the end of project was **80** since this is a common cutoff score for advanced ESL coursework combined with academic study. **19** (**61%**) of the students attained a score of **80** or above. Another **7** students were within **5** points of the target score.

TOEFL (Test of English as a Foreign Language)

The TOEFL Test is also administered to learners in the Marymount University class, though not as a pre and post-test. This test is given because many colleges and universities use it as a screening tool to determine whether or not a student needs to complete the institutions ESL placement tests. TOEFL is not used as a placement test at colleges and universities. With a score of **500+**, schools often do not require ESL testing for undergraduate admissions.

First year data: Of the **27** students who took the TOEFL Test at Marymount University, **11** students (**40%**) achieved a score of **500** or above. Sixteen (**59%**) achieved a score of **480** or above, which would indicate an advanced level placement although the TOEFL Test is not used for placement.

Second year data: Of the **33** students who took the TOEFL Test at Marymount University, **18** students (**55%**) achieved a score of **500** or above. Twenty-one (**64%**) achieved a score of **480** or above, which would indicate an advanced level placement although the TOEFL Test is not used for placement. Test scores ranged from **433-613**.

X. INSTITUTIONAL AND SYSTEMIC IMPACT

The following chart outlines the areas where the development and implementation of an integrated system has resulted in institutional change, the goals in each area, activities designed to achieve the goals, and indicators that change has occurred.

INSTITUTIONAL CHANGE CHART

Institutional Change Areas	Institutional Goals: Institutions will	Project Activities designed to achieve institutional goals	Indicators of Change
Knowledge of other service providers	•Gain knowledge of partner programs (learner profile, services offered, admissions and eligibility requirements) •Gain knowledge of non-partner programs	See Achievement of Objective One for details on these activities: •Board meetings •Site visits •Class observations •Observations of testing and registration procedures •Joint orientation sessions •Joint interviewing of applicants •Joint curriculum development	•Number of referrals among partners (See chart below) •Success of learners referred (See Completion Data) •Number of referrals to non-partner agencies (See Learner Change Chart)
Knowledge of Learner Population	•Increase knowledge of the needs of the LEP adult in Arlington	•Needs assessment: has become an integral part of intake and curriculum implementation (See Appendix E) •Information sharing system among partner •Transition classes	•Number of referrals among partners •Success of learners referred •Number of referral to non-partner agencies
Ability to respond to student needs	•Tailor instruction to learner needs •Increase ability to effectively counsel and refer learners	See Achievement of Objectives for details: •Transition curriculum •Transition assessment system •Joint development of new courses •Counseling component •Integration of needs assessment	•Number of referrals among partners •Success of learners referred •Number of referral to non-partner programs

The development and implementation of an integrated system has increased awareness, knowledge, and understanding of the populations served by each partner, the services that each partner provides, and the admissions and eligibility requirements of each. This has resulted in an enhanced ability to counsel and refer learners to services appropriate to their goals. The project has also enabled us to develop a system of information sharing about learners.

Prior to this project, direct referrals to other service providers were rare. Learners were often provided with written information about other programs, but the learners were not counseled as to the appropriateness of the information to their particular needs and goals. When learners acted upon the information received, there was no communication between the two service providers, i.e. no information about the learners was shared.

The greatest indicator of change is in the number of referrals that have been made between partners and the success rates of these learners. The following charts shows the number of intra-referrals as well as completion rates for transitioning learners. Also see previous section (**Supporting Data**).

INTRA-PROGRAM REFERRALS

TRANSITION	TOTAL REFERRALS	TOTAL PROJECT COMPLETERS
REEP to ETC	**50**	**46 (92%)**
REEP to Marymount	**67**	**61 (91%)**
Hogar Hispano to REEP	**73**	**68 (93%)**
TOTAL:	**190**	**175 (92%)**

In addition to the changes that impacted each institution as a member of the system, partner institutions have expressed the following changes which are unique to their organization and/or of particular significance to the institution.

Hogar Hispano: Hogar Hispano's participation is the AALS project has enabled the organization to draw support from other service providers in the area and to develop a curriculum that will continue to guide Hogar teachers and enrich Hogar students all across Northern Virginia.

Arlington Education and Employment Program (REEP): The greatest impact of AALS participation is the ability to respond to learner needs that we had been identifying through regular needs assessment. One example is the transition of our advanced learners beyond our program. Through AALS, we have developed systems with other agencies that facilitate such transition and through curriculum development, we have developed an advanced level track beyond our lifeskills levels.

Employment Training Center: ETC has found that with AALS learners who transitioned to the pre-vocational course at ETC, there was more self-disclosure of information and better articulation of goals at intake than with other applicants. This seems to be the case since the goals of the project included assisting learners in gaining knowledge about education options and in setting and articulating their goals.

Marymount University: The University now has a heightened awareness of the role that it can play in the Arlington community regarding the immigrant population. Participation in the AALS has enabled the University to see an educational need in Arlington that it had not fully been aware of before. As a result of AALS participation, the University plans to seek ways in which it can be more responsive to this population, not only through seeking new funding sources for continuation of the project but also by seeking new paths through which it can serve this group of perspective students.

Project participation has also led the University to view the University's Intensive English Program in a new light regarding ability to award financial aid. This will be of benefit directly to the ESL student who needs further English coursework before beginning a complete program of academic study.

XI. CHALLENGES TO IMPLEMENTATION AND LESSONS LEARNED

The following section discusses challenges that were encountered, the action that was taken, and the implications of such challenges to programs interested in developing similar partnerships.

Scheduling of Project Classes

Challenge: One of the challenges of partnerships between educational institutions is developing a schedule for classes that meets the needs of the learners as well as the institutions. In the case of the AALS, the four partner organizations all had different calendars for instructional sessions. REEP runs twelve week instructional cycles year round. Hogar Hispano runs three instructional sessions of approximately 10 weeks each from September through May. The Employment Training Center has open enrollment from September to August. Marymount University runs on a two semester calendar with summer sessions available. These different calendars needed to be reconciled, within the constraints of each partner. To facilitate continued learner participation, it was necessary

to avoid large gaps in services when transitioning from partner to partner.
The schedule for transition classes at Marymount and ETC could be flexible since these were special classes held in addition to regularly scheduled classes. The schedule for REEP and Hogar Hispano classes could not be changed because non-AALS students also access English classes. Therefore, the pre-publicized calendars and needs of non-AALS learners had to be honored.

Scheduling also presented a problem for the summer class at Marymount University during the first year. Because the summer class ended in September, the students were not able to apply for the fall semester at local colleges and universities. The students also felt that a schedule change would be better for the next year since regular Marymount University classes were not in session during the last two weeks of August and various university services were not available or were not as accessible for the transition students.

Action taken: Based on student input, the summer class at Marymount during the second year was scheduled in such a way that it ended by mid-August.

Lessons learned: The implications to future transition partnerships is that it is necessary to take into account schedules for colleges, universities, and job training programs so that there are not large gaps in service from the project to job training or academic study in order to facilitate sustained participation in education.

Support and Understanding of the Project

Challenge: While the administration of Hogar Hispano was very supportive of the project and involved in creating the system, some of the volunteer teachers at Hogar Hispano were less than supportive of having their students transition to REEP for intensive classes. This was due partially to an initial misunderstanding about Hogar's sessions and an overlap in the schedules between Hogar and REEP. Hogar Hispano offers three sessions of English each year, and it was initially not clear that while new students can enter at the beginning of each session, one class actually runs throughout the entire year. So, when Hogar students began to transition to REEP at the end of the second session, the volunteer teachers were upset to lose their students in what they considered to be the middle of the class.

Action Taken: The ESL Coordinator at Hogar Hispano and the AALS Project Coordinator met with the volunteers several times to provide them with an opportunity to raise these concerns and to ensure that they understood the AALS project. However, some volunteers continued to be concerned. The learners were not negatively affected; in fact, the continuation rate of learners who transitioned from Hogar Hispano to REEP was extremely high.

Lessons Learned: The implications for partnerships with other organizations is that it is not enough to involve the administrative level in decision-making; both paid and volunteer teachers need to have a well-grounded orientation to the project as well as a voice in major decisions affecting their program.

Lack of a Stable Operating Platform

Challenge 1: During the first year, two evening transitional English classes were scheduled at the Employment Training Center (ETC) because evening job training was available at that time. However, due to a cutback in funding, ETC was no longer able to offer evening job training. As a result, learners who had already enrolled in two evening transition classes were not able to transition to job training upon completion of the course. In addition, this led to a shortfall in meeting the project goal of transitioning 24-30 learners to the ETC transition class during the first year because we could no longer recruit project participants who had evening only availability.

Action Taken: We decided not to offer evening transition classes at ETC during the second year. However, we had already graduated two evening classes during the first year. The ETC coordinator and the AALS project coordinator met with each student to discuss other options. One student was able to change her schedule and begin daytime job training. Several others decided to pursue job training at the community college and participated in follow-up in the ALC. However, some students were not able to change their schedules in order to be able to participate in daytime job training and were not able to afford classes at the community college. For these students, the opportunity for evening training was unfortunately their only option.

Lessons Learned: Through this project, counseling was available to assist learners in making alternative decisions. Such counseling should be a requisite component of such transition projects.

Challenge 2: For much of the funding period, Hogar Hispano was undergoing discussions with the Diocese of Arlington with regard to their relationship to the Diocese and the support that they receive from the Diocese. At one point, their United Way funding was suspended for a period of nine months because of these discussions, and their ability to continue with the AALS project was in jeopardy.

Action Taken: We continued to work as a system, developing curriculum and assessment systems and transitioning learners. In February 1994, there was a smooth transition of Hogar Hispano to Catholic Charities.

Lessons Learned: The lack of a stable operating platform is a consideration when working with community-based organizations or other soft-money funded programs.

Transition to Academic Study

Challenge: Learners who completed pre-academic training at Marymount often continued to face obstacles with regard to finances and admission to the community college. Although most learners indicated that they preferred to attend Marymount University, they could not afford the tuition of a private university. The most affordable option is the community college. However, AALS participants who applied at the community college were consistently placed lower than their class performance and test scores at Marymount University indicated. When learners submitted TOEFL scores above **500**, they were told they needed to take additional ESL coursework.

Action Taken: Learners were advised to challenge the placement and/or be retested. Some did so, but many felt uncomfortable doing so. Only two of the learners who challenged the placement were then waived of the ESL requirement. Both students had over 500 on the TOEFL; one had a score **550** and the other a score of **613**.

Marymount University has adjusted its policies with regard to Pell grants so that learners can now apply the grant to Marymount's Intensive ESL program.

In addition, AALS staff visited the local community college twice to open dialogue about the two programs, to exchange information, and develop an understanding of admissions requirements and placement procedures. Future meetings are planned, including a visit to REEP by community college staff.

Lessons Learned: In developing a transition program, it is necessary to work closely with the target receiving agency in order to facilitate transition through an understanding of the respective programs and the development of alternative assessment systems.

Program Design Considerations

Challenge: When creating the AALS system, we did not anticipate that a large number of the pre-academic learners would be those with a college degree already who wanted to pursue a graduate program and professionals who were interested in advanced study in order to prepare for recertification in the United States.

Action Taken: Since community college was not appropriate in most cases and Marymount University not within their financial reach, many of these learners did follow-up in the Adult Learning Center, where they had the opportunity to research their individual needs and develop the advanced language and TOEFL scores needed.

Lessons Learned: Program design must be flexible and dynamic enough to accommodate unanticipated needs.

XII. DISSEMINATION ACTIVITIES

The Arlington Adult Learning System has been disseminating information about the project in many ways: responses to requests for information, involvement with professional organizations and committees, showcasing, conference presentations, prepared papers, and awards. In addition, a copy of the Transition Curriculum, the AALS Transition Handbook, and this final report will be available through the ERIC Clearinghouse.

Conference Presentations and Prepared Papers

AALS staff attended a broad range of meetings, conferences, and trainings to maintain professional expertise and to network with others in the field. One of the most memorable was an invitation to the White House on November 3, 1993. The meeting, which was chaired by Vice President Gore focused on the relationship between education and empowerment of distressed communities. REEP's Director, Inaam Mansoor, was invited to speak from the perspective of an adult educator who has helped empower adult immigrants and refugees through partnerships with community agencies, businesses, and the technology industry.

AALS staff also gave numerous conference presentations dealing with disseminating information about the Arlington Adult Learning System and/or similar projects.

Highlights Include:

Virginia Association of Adult and Continuing Education (VAACE) Conference (March 1993)

"Breaking the Mold: Arlington Adult Learning System (AALS)"
Suzanne Grant, AALS Coordinator

TESOL Conference, Atlanta Georgia, April 1993

"Beyond Questionnaires: Assessing Learner Needs"
Suzanne Grant and Cathy Shank, REEP Coordinators

National Association of Foreign Student Affairs (NAFSA), Regional Conference: November 1993

"Partnerships for Success: Replicable Model for Multi-Institutional Transition"
Suzanne Grant, REEP and Marilyn Cooper, University of Delaware

TESOL Convention, Baltimore, March 1994

"Building Bridges: Replicable models for transitioning adult ESL learners"
Inaam Mansoor, AALS Project Director and Suzanne Grant, AALS Project Coordinator.
Other colloquium presenters included: representatives from the other two National English Literacy Demonstration projects, Joyce Campbell of the US Department of Education, and Heide Spruch Wrigley, external evaluator for two of the transitional projects.

"Incorporating the BVT Model in an Open Enrollment Program"
Celia Wiehe and Cynthia Rigsby, Employment Training Center (ETC)

Inaam Mansoor, REEP, also participated in the following sessions: *"Challenges and concerns: Administering Adult ESL programs"*, *"From policy to practice: Creating a framework for change"*, and *"ESL in the US: Problems, possibilities, and practices"*.

Washington Leadership (Meeting of county and community agency representatives who can influence policy in the D.C. area), April 1994, Arlington, Virginia

Inaam Mansoor, AALS Project Director
Cruz Martinez, Hogar Hispano referral to REEP
Said Ali, pre-academic AALS learner

National Alliance for Business (NAB) Conference for Transitions: "Building Bridges between Literacy Volunteer and Adult Education Programs",1994.

Inaam Mansoor, AALS Project Director, gave four presentations about partnerships.

Texas State Refugee Conference, 1994

Inaam Mansoor, REEP, conducted a workshop on linking refugee programs with workplace literacy initiatives.

National Association of Foreign Student Affairs (NAFSA), National Conference: Miami, May 1994

"Partnerships for Success: Replicable Model for Multi-Institutional Transition"
Nyla Carney, Director: Intensive English, Marymount University

VAILL 1994 (Virginia Adult Institute for Lifelong Learning), August 1994, Arlington, VA

"Successes and Concerns in Teaching ESL to Adults"
Sister Mary Brady, Hogar Hispano ESL Coordinator

English Language Training Consultation (November 1884)

"Building Bridges: Collaborations for Providing ESL Services"
Suzanne Grant, AALS Coordinator and Cheryl Greniuk, REEP Refugee Coordinator

WATESOL (Washington Area Teacher of English to Speakers of Other Languages): Winter Meeting of the Adult Education and Literacy Special Interest Groups (February 1995)

"Collaborations: Making Community Connections"
Susan Huss Lederman, REEP Learning Center Manager
Donna Moss, REEP Teacher
Sister Mary Brady, Hogar Hispano ESL Coordinator
Anne Feryok, Marymount University ESL Teacher
Apolonio Alvarado, Pre-academic AALS Learner
Hong Gum Sear, Pre-academic AALS Learner
Victoria Mendez, Pre-vocational AALS Learner

TESOL (Teachers of English to Speakers of Other Languages), Long Beach, California, March 1995

Learner Voices in ESL Curriculum Revision, Development, and Implementation
Suzanne Grant, AALS Coordinator

Co-Laborers in Adult Education: Focus Group Discussion on Collaborations
Suzanne Grant, AALS Coordinator and Elaine Bausch, Fairfax County Adult Ed.

Committees and Task Forces

Through participation in local, state, national, and international professional organizations, staff members have had the opportunity to share and obtain information about transitional instruction. This includes participation on the following committees and task forces:

- Arlington County's SMART Team for Employment and Training.
- RMC Corporation: National review of the nation's adult basic education demonstration and staff development programs
- Mathematica Corporation: Five year evaluation study of the National Workplace Literacy Program
- NAB/DOL - National Workplace Assistance Collaborative: 5 year program designed to provide technical assistance to businesses and educators.
- Arlington County Strategic Planning for Human Services Task Force
- Arlington Public Schools (APS) Advisory Committee for Bilingual Vocational Training
- APS Vocational, Career, and Adult Education Advisory Board
- Virginia Association of Adult & Continuing Education (VAACE): Membership and Legislative Committees
- Virginia Adult Institute for Lifelong Learning (VAILL) Advisory Board
- Washington Area Regional Literacy Project (RLP) Advisory Committee
- WATESOL (Washington Area Teachers of English as a Second Language): Adult Ed, Higher Ed, and Literacy Special Interest Groups
- State Legislative Task Force

Showcasing:

REEP hosts at least one visitors' day per month for community members interested in the learning more about the program. On these tours, visitors are given an overview of the program, including the AALS project, and an opportunity to observe ESL classes and tour the Learning Center. In addition to these regularly scheduled visits, special arrangements were made for the following visitors interested in transitional systems:

- Representatives from the Center for Applied Linguistics, Northern Virginia Literacy Council, Executive Office of the President (Office of Management and Budget), Japanese Ministry of Education's USA Study Program, and Connections
- Carol Spradling and Andres Muro, STEPS Project, El Paso Texas
- Alan Shute, MELD Project, Massachusetts
- Vicky Olson, IBM
- Effie Macklin, Goodwill Industries
- Judy Smith, Ethiopian Community Development Council
- Lauro Romero, Arlington Extension Center: Bilingual Outreach

Other special showcasing of the AALS project included:

On November 29, 1993, Deputy Secretary of Education, Madeleine Kunin and Assistant Secretary, Augusta Kappner visited REEP along with representatives from the Arlington County Board, the Arlington School Board, the Arlington Public Schools, Business and Community Partners, and the US Department of Education. The visit was initiated by Dr. Linda Roberts, Technical Specialist for Dr. Kunin. The visitors had the opportunity to see the program in action and to speak with students and teachers. A student from the workplace literacy program was a featured speaker.

In May 1994, REEP was pleased to conduct an Open House for Andy Hartman, Director of the National Institute for Adult Literacy, and Alice Johnson, legislative assistant to Senator Paul Simon. Following an overview of the program, they visited classes and the Learning Center and had an opportunity to speak with students, teachers, and representatives of businesses with whom we have had partnerships.

Another special visit was arranged in April 1994 for a group of educators from Sweden with a special interest in workplace literacy. They were accompanied by Ron Pugsley of the US Department of Education.

REEP was selected as a site for an Educational Visit for the Baltimore TESOL Conference in March 1994. Twenty ESL professionals from all corners of the globe visited Wilson School. Upon arrival, visitors received in depth information about the various educational components and then visited classes and the Adult Learning Center.

Publications:

Mansoor, Inaam. *"Partnering for Progress: Workplace Education Programs"*, Adult Learning.

Grant, Suzanne and Inaam Mansoor, REEP, wrote an article for the October 1993 edition of the WATESOL Newsletter entitled: *"Building Bridges Between Programs"* (See Appendix K).

Mansoor, Inaam, REEP, was commissioned by the Southport Institute for Policy Analysis to write a position paper on the role of technology in the teaching and learning of English as a Second Language to Adults.

Van Duzer, Carol and Donna Moss, REEP, published an article entitled *"Alternative Assessment: Tools and Processes"* in the October 1994 issue of the WATESOL Newsletter.

Mansoor, Inaam, REEP, published an article entitled *"The Use of Technology in Adult ESL: Current Practice - Future Promise"* in the December 1994 issue of Mosaic: Research Notes on Literacy.

Awards:

REEP received a very special award on November 23, 1992. The U.S. Department of Education's Secretary Award recognized REEP as the Outstanding Adult Education and Literacy Program in its region of the United States. Assistant Secretary of Education for Vocational and Adult Programs, Betsy Brand, made the award at a reception attended by numerous guests including Virginia Secretary of Education, James Dyke.

In February 1995, two AALS staff members were nominated to receive awards from VAACE (Virginia Association of Adult and Continuing Education). Suzanne Grant, AALS Project Coordinator was nominated to receive an award as Outstanding Adult Education Administration of the Year, and Donna Moss, a key member of the AALS Curriculum Development Team was nominated to receive an award as Outstanding Teacher of the Year.

XIII. INSTITUTIONALIZATION

To address the numerous barriers faced by learners and institutions, the AALS created a, full-service, transitional approach to training that more effectively assisted learners in achieving their goals and broke down barriers to learner and institutional participation. One of the purposes of federal funding was to develop strategies for institutionalization beyond the funding period. This section discusses strategies for institutionalization, new initiatives that have been implemented, and future strategies and initiatives that the partners are considering.

A) Long-term Reduction of Learner Barriers to Participation

The AALS system has implemented several strategies and activities to break down the barriers that learners face with regard to participation in educational programs. The following chart shows the barriers as well as the project activities and post-project activities implemented to help learners overcome the barriers.

LEARNER BARRIERS	POST-PROJECT ACTIVITIES
•Limited finances available for education and training	*Low cost services and a limited number of slots for free services will be continued or have been implemented through other funding sources:* Non-intensive English classes at Hogar Hispano will continue through support from Catholic Charities and United Way funding. Job training at the Employment Training Center will continue through BVT, JOBS, and JTPA funding. Scholarships were made available to Hogar Hispano referrals at REEP's Glencarlyn School location in August 1994 when transition project funding ended at that location. AALS is considering the possibility of offering free spaces for future Hogar Hispano students to transition to intensive English classes at REEP through REEP's scholarship program. Learners enrolled in non-intensive classes at Hogar Hispano will be able to supplement their English study in REEP's Adult Learning Center through a state-funded alternative delivery project. Learners will be able to apply for Pell Grants for Marymount's Intensive English Program. Some free spaces for English classes will be available at REEP and Marymount through special project funding.

LEARNER BARRIERS	POST-PROJECT ACTIVITIES
•Lack of information about services available, admissions procedures, and eligibility requirements •Lack of information about free and low cost options (free job training, financial aid, and comparative costs of colleges and universities)	Orientation and counseling have become part of the ESL curriculum at REEP and Marymount University. While the transition English class at ETC will not continue, orientation and counseling is an integral part of ETC's job training programs. Tours of the Employment Training Center (ETC) will continue. Providing information to REEP students about ETC will be greatly facilitated when the two programs move into the same facility in the spring of 1995. The Arlington Public Schools will be opening a new Family Information Center which will include information about education opportunities for adults. The center will be housed in the same location as REEP and ETC.
•Time conflicts •Health-related problems •Transportation	Flexible scheduling will continue, ie. intensive and non-intensive classes offered mornings, evenings, weekends, summers. Learners make their own schedule in REEP's Adult Learning Center.
•Facilitation of transition from level to level and provider to provider •Lack of necessary transition/entrance requirements •Lack of self-confidence •Lack of realistic and achievable educational and employment goals	The AALS Transition Curriculum has facilitated movement between instructional levels and programs and will continue to be implemented at Hogar Hispano and REEP in existing classes. The Curriculum will be implemented at ETC and Marymount University for future special projects. The AALS Transition Curriculum specifically addresses areas identified as barriers to transition: lack of necessary transition skills, lack of self-confidence, and lack of realistic and achievable educational and employment goals.

Through the development of the AALS Transition Curriculum, we will be able to continue many services that have previously represented barriers to learners (see above). The largest impact, however, will be the loss of federal funding for free instructional spaces. This grant provided **726** free spaces for **289** individuals. Since this is one of the largest barriers to participation in education programs, the AALS partners have explored all possible options for continuation of financial support. With the exception of the special English classes at Marymount University and the Employment Training Center, all other educational services (non-intensive classes at Hogar Hispano, intensive classes at REEP, and computer-assisted instruction at REEP) will be provided, but many will no longer be free unless the participants are eligible under other categorical funding. Those services which were free prior to federal funding will continue to be free (i.e. non-intensive classes at Hogar Hispano and job training at ETC). To help reduce the financial barrier at REEP and Marymount, some additional funding sources have been secured. These are described in the section on replicability below.

B) Institutional and Systemic Change Areas

This project has enabled the partner institutions to develop and implement a more effective system by providing the necessary time, money, and resources to plan long-term, low-cost interventions. As seen in the chart above, many of the systems implemented during the funding period will be institutionalized. The following chart shows strategies for continued collaboration among AALS partners.

Systemic and Institutional Change Areas	Strategies for Continuation
Knowledge of other service providers	The partners will continue to refer learners among institutions, conduct periodic meetings, and collaborate on special projects.
Knowledge of Learner Population	Needs assessment is integral to the REEP portion of the transition curriculum. Counseling is integral to the pre-academic and pre-vocational tracks of the AALS Transition Curriculum.
Ability to respond to student needs	The AALS Transition Curriculum will continue to be implemented at Hogar Hispano, and REEP as well as Marymount and ETC for special classes. The transition assessment system will remain in place. Needs assessment is integral to the REEP portion of the transition curriculum. Counseling is integral to the pre-academic and pre-vocational tracks of the AALS Transition Curriculum. With the experience gained through the AALS project, we are in a more competitive position to apply for special project funding to respond more effectively to current and future learner needs.

The transition systems and curriculum that AALS has developed, implemented, and institutionalized will enable us to continue to increase our knowledge of the learner population in Arlington and our ability to respond to learner needs. One of the primary purposes of the project was to gain knowledge of partner programs and services so that we could more effectively counsel learners. The project has succeeded in this; however, the challenge now will be to find the requisite time to remain in regular contact and to stay current on program services of interest to our learners. We plan to do this through the strategies outlined in the chart above. We will have periodic meetings to update each other on changes in services as well as funding possibilities for future projects. Some joint projects have already been funded (see next section). We will continue to do referrals among learners, although it will not always be possible to provide the in-depth learner profile that transitioned with learners through this project. Continued collaboration between REEP and the Employment Training Center (ETC) will greatly be facilitated by the relocation of these programs. In Spring 1995, these programs will be moved into the same facility along with most other adult education services provided in the county.

C) Evidence of Systemic Change and Institutionalization

Systemic and institutional changes are evident in that there is now an integrated, well-functioning system, where no system existed previously. Through our coordinated activities and efforts, our system is much better able to serve the diverse needs of LEPs than any individual institution.

The biggest long-lasting systemic change that the partners discussed at a recent meeting is that we now think of ourselves as a system rather than individual institutions. We are no longer just names on a mailing lists. This change in thinking has already led to additional joint ventures and will certainly lead to additional initiatives in the future. In addition, when designing new projects, we look to the AALS model and to the lessons learned through the AALS project. These initiatives described below provide evidence that systemic change has occurred.

Two new, current projects involving AALS partners are already underway. Both have been modelled after the AALS system.

Through a 353 Demonstration Project funded by the Commonwealth of Virginia, the Adult Learning Center at REEP is piloting an alternative delivery system using computer-assisted instruction. This project has enabled us to continue the transition system that was developed between REEP, ETC, and Hogar Hispano. This project provides free English instruction and counseling for learners interested in pursuing vocational training at the Employment Training Center (ETC). These learners will be referred by ETC to the ALC for additional English study prior to beginning job training. In addition, this project offers supplemental English study to learners studying in Hogar Hispano's non-intensive English classes.

To continue to facilitate transition between Marymount University and REEP, Marymount applied for and received private foundation funding to offer another special pre-academic English class during the January 1995 cycle. Five former transition students as well as seven REEP tuition students transitioned to Marymount for this class. The private funding required a contribution from the participants, so the learners paid a nominal fee ($75 for 120 hours of instruction). This did not present a problem for the learners; they all realize how expense a regular intensive course would be. Marymount is also exploring options for longer-term funding of future classes. In addition, through the AALS project, the Director of the Marymount Intensive English Program has been able to secure Pell grants for their Intensive English Program.

XIII. EVIDENCE OF REPLICABILITY OF THE AALS MODEL

The replicability of the AALS model is evident from the following three new projects that have drawn on the AALS model and the lessons learned through the AALS partnership.

Through collaborative efforts with the Ethiopian Community Development Council (ECDC), REEP began offering non-intensive ESL classes for refugees at ECDC in October 1994. The target group consists of refugees who must delay intensive ESL classes at REEP because all free refugee slots have been filled, or they have arrived too late in the instructional cycle to be admitted. Classes at ECDC are scheduled in such a way that refugees are transitioned into the next available cycle at REEP. The classes are using an adapted version of the REEP Curriculum Levels **100-250**.

The Commonwealth of Virginia has applied for and received a federal grant from the Office of Newcomer Services. The purpose of this project, which was modelled after the AALS system, is to develop collaborations/coalitions between the state, adult education providers, and community-based organizations in Northern Virginia. These collaborations will unify local ESL providers in four Northern Virginia counties into a coordinated service delivery system that will provide services designed to enhance and supplement existing refugee services. REEP will be participating in this project, which began on February 1, 1995. During the second year, community-based organizations working with refugees will be invited to join the collaboration established between the Commonwealth and the four major adult education providers in Northern Virginia.

In July 1994, REEP began coordinating non-intensive ESL classes, which were previously administered at the four Bilingual Outreach Centers operated by the Cooperative Extension Service in Arlington. These centers are located in four low-income apartment complexes in Arlington. Through this county-funded initiative, REEP is sharing space and collaborating with the Extension Service, which offers numerous support and educational services at the Outreach Centers. REEP's primary focus in coordinating these classes is to provide training and support to the volunteer English teachers. The lessons learned through experience working with Hogar Hispano volunteer teachers in the AALS project facilitated a smooth transition in operation. REEP's Volunteer Coordinator met with the **40** volunteer teachers to orient them to the change in administration and to get their feedback on how they wanted to see the program run. Because the volunteers were involved from the ground up, their response to REEP's administration of the program has been overwhelming positive, and the teachers are not hesitant to refer their learners to other services, when those services better meet the needs of the learners.

Most recently, REEP has been working with George Mason University to apply for a HUD grant that would provide the opportunity for REEP and the Northern Virginia Community College to develop links similar to those developed between Marymount University and REEP.

XIV. CONCLUSION

This project has enabled ESL service providers in Arlington, Virginia to develop a full-service system of training designed to address a wide range of language learning needs and goals. While the collaboration needed for such a system is not without challenge, both learners and institutions benefit from an enhanced delivery system. This system has facilitated learner transition from level to level and program to program and has resulted in service providers being better able to assist learners in meeting their education, employment, and training goals.

APPENDIX A
LEVEL DESCRIPTIONS

LEVEL DESCRIPTIONS

The AALS agencies developed level descriptions for each of the 14 levels in the AALS curriculum. The goals of these level descriptions are to:

- assist in appropriate placement of learners along the educational continuum
- measure a learner's progress in English from one instructional cycle to the next
- assist instructors in assessing a learner's readiness to transition from level to level within an agency, and
- assist instructors and agencies in assessing a learner's readiness to transition from one educational agency to another.

The level descriptions outline the skills that learners need to exhibit in order to be placed into a given level. Depending on the level and the institution, the level descriptions consist of the following components:

- general language ability
- speaking skills
- listening skills
- reading skills
- writing skills
- study skills
- academic preparedness

While service providers in the AALS developed these descriptions as a team and shared the above goals, each agency was free to determine content and presentation style consistent with their own institutional needs. Hence, the organization and formatting of the descriptions vary somewhat. A complete composite of the level descriptions are presented on the following pages in the order in which they fall along the educational continuum:

- Hogar Hispano
- Arlington Education and Employment Program (REEP)
- Employment Training Center (ETC)
- Marymount University (MU)

The level descriptions for levels offered at each institution are also included in the respective curricula.

HOGAR HISPANO

PRE-LITERACY LEVEL

Basis for Placement:

Years of Education in Native Country: usually 4 or less
General Ability in English: very minimal
Listening/Speaking Ability: very few words or phases, if any
Reading/Writing Ability: can write name and address in Spanish

Exit Characteristics: **(In Spanish and in English)**

The student will be able to:

- recite, write the alphabet, spell names, simple words
- greet appropriately by title, time of day, etc.
- identify self, dependents by name, address, phone no.
- complete a personal identification form
- ask, answer common questions
- count to 100
- tell time, ask for, give the time, the day, the date
- handle money, ask for prices, give, receive correct change
- identify objects in the classroom
- read and understand common signs in public places
- know parts of the body
- dial 911 and give necessary information

BASIC LEVEL/LEVEL 1

Basis for Placement:

General Ability in English: minimal, needs to be shown directions.

Listening/Speaking Ability: understands and speaks a few common words and phrases, unfamiliar with grammar.

Reading/Writing Ability: reads and writes only letters and simple numbers, with the exception of names.

Exit Characteristics include the ability to read and write material listed as Exit Characteristics of the Pre-Literacy Level.

The student is able to :

- introduce self/others by name, relationship, occupation
- pronounce/spell, read/write, and use correctly familiar English words and phrases
- say, read, write the days of the week, the months, seasons, holidays, events
- read/write lists, shop for food, clothing, household items
- read and write facts of basic health care and common ailments

INTERMEDIATE LEVEL/LEVEL 2

Basis for Placement:

General ability in English: limited, prefers that demonstration accompany oral directions

Listening/Speaking ability: Understands, speaks, and responds to simple, learned phrases

Reading/Writing ability: Can read and write simple, commonly used words and short phrases

Exit Characteristics **include those of the previous levels.**

The student is able to:

- understand, say, read, write simple facts about self/others
- ask for/give orally, in writing simple directions, messages
- use the telephone, leave and receive messages
- handle money, pay bills, write a money order, cash a check
- write a short meaningful paragraph/letter, using correct format, grammar and spelling

ADVANCED LEVEL/LEVEL 3

Basis for Placement:

General ability in English: Functions in routine survival needs and social demands. Follows oral and written instructions that can be demonstrated.

Listening/Speaking Ability: Understands and responds to simple, familiar English, spoken slowly. Tries to use correct grammar.

Reading/Writing Ability: Reads and writes simple, learned sentences with assistance.

Exit Characteristics include those of the previous levels:

The student is able to:

- read pertinent parts of the newspaper
- apply for a job/community services orally and in writing, using correct pronunciation and grammar
- understand common idioms
- participate in normal, moderately paced, non-technical conversation
- write correct, original short essays, reports, letters
- have a basic sense of United States history and government
- follow English news programs on the media

ARLINGTON EDUCATION AND EMPLOYMENT PROGRAM (REEP)

General Entry Level Descriptions

100 (Low Beginning): Has minimal oral and literacy skills, if any. A native English speaker used to dealing with limited English proficient (LEP) speakers can rarely communicate with a person at this level, except through gestures.

150 (Beginning): Can satisfy limited oral and literacy survival needs. A native speaker used to dealing with LEP speakers will have difficulty communicating with a person at this level.

200 (High Beginning Oral/Beginning Literacy): Can orally satisfy basic survival needs and very routine social demands, but has very limited literacy skills. A native speaker used to dealing with LEP speakers will have some difficulty communicating with a person at this level.

250 (High Beginning): Can satisfy some oral and written survival needs and very routine social demands. A native speaker used to dealing with LEP speakers will have some difficulty communicating with a person at this level.

300 (High Intermediate Oral/High Beginning Literacy): Can orally satisfy survival, social, and work demands, but has limited literacy skills. A native speaker **not** used to dealing with LEP speakers will have some difficulty communicating with a person at this level.

350 (Intermediate): Can satisfy most oral and literacy survival needs and some social and work demands. A native speaker used to dealing with LEP speakers will be able to communicate with a person at this level on familiar topics with little difficulty and effort.

450 (High Intermediate): Can satisfy most oral and literacy survival needs and a majority of social and work demands. A native speaker **not** used to dealing with LEP speakers will be able to communicate with a person at this level on familiar topics, but with some difficulty and effort.

550 (Advanced): Has effective oral and literacy skills in survival and social situations as well as familiar and unfamiliar work situations. A native speaker **not** used to dealing with LEP speakers can communicate with a person at this level on most topics.

REEP ENTRY LEVEL DESCRIPTIONS: SPEAKING

100	150	200	250
May function in a limited way in situations related to basic needs. May be able to express a few very basic survival needs using isolated words, simple learned phrases, and gestures. May switch to primary language in order to communicate message. Has little or no control of very basic grammar.	Expresses basic needs using isolated words, simple learned phrases, and gestures. May switch to primary language in order to communicate message. Ask and responds to simple learned questions. May repeat words and phrases to clarify. Has a little to some control of very basic grammar. May be able to say letters of alphabet and numbers.	Expresses basic survival needs. Asks and responds to questions using learned phrases and some new phrases. Participates in basic conversations in very routine social situations and may attempt to participate in conversation in non-routine social situations. Speaks with hesitation and frequent pauses. States simple personal information on the telephone, but with difficulty. Has inconsistent control of basic grammar. Makes frequent errors.	Expresses basic survival needs. Asks and responds to questions using learned phrases and some new phrases. Participates in basic conversations in very routine social situations and may attempt to participate in conversations in non-routine social situations. Speaks with hesitation and frequent pauses. States simple personal information on the telephone, but with difficulty. Has inconsistent control of basic grammar. Makes frequent errors.

The ***Speaking*** descriptions for levels **200** and **250** are the same by design. The difference between the levels is in literacy skills (see ***Reading*** and ***Writing*** descriptions).

REEP ENTRY LEVEL DESCRIPTIONS: SPEAKING

300	350	450	550	EXIT
Functions independently in most everyday situations. Asks and responds to questions on familiar and some unfamiliar subjects. Speaks fluently, but with hesitation and pauses. May attempt to expand ideas. May clarify general meaning by repetition or simple rephrasing. Communicates on phone in routine situations. May ask for repetition. Has control of basic grammar. May use more complex grammar but with limited control.	Functions independently in most face to face routine social and work situations. May need to repeat to be understood. Relies on learned phrases and attempts spontaneity, but with hesitation and pauses. Has increasing, but inconsistent control of basic grammar. Communicates on phone in survival situations, but usually needs to repeat. Asks and responds to questions on familiar and some unfamiliar subjects. Can occasionally clarify general meaning by rewording. May switch to primary language.	Functions independently in most work situations and in routine social situations. Speaks fluently, but may have some hesitation. Communicates on the telephone on familiar topics. May need to repeat to be understood. May clarify general meaning by rewording in familiar contexts. Has control of basic grammar but can be inconsistent. May attempt to use more difficult grammar but with limited control. Asks and responds to questions on a variety of subjects.	Functions independently in nearly all social and work situations. Speaks fluently with little or no hesitation. Communicates by telephone on familiar subjects. Can clarify and reword some conversation. Controls basic grammar but makes mistakes with complex structures.	*Can deliver and self-evaluate an effective short oral presentation with few organization problems and few language problems that interfere with communication.* Speaks fluently with little or no hesitation. Functions independently in social and work situations. Understands and generally utilizes appropriate social registers. Can expand, support, clarify, restate, or paraphrase ideas. Communicates effectively by telephone on familiar subjects. Can summarize reading passages. Has control over complex grammar but makes mistakes.

The ***Speaking*** descriptions for level **300** are higher than for level **350** by design. A **300** level learner has very good oral skills but very weak literacy skills. The **300** level learner is often someone who has limited education in his/her native country and has been in the US for quite awhile without formally studying English.

ITALICIZED exit descriptions are **550** unit objectives.

REEP ENTRY LEVEL DESCRIPTIONS: LISTENING			
100	**150**	**200**	**250**
May understand a few isolated words or very simple learned phrases (e.g. What's your name?) when spoken slowly and with repetition. Needs context, concrete examples, and non-verbal cues to understand most oral information. May understand some letters of the alphabet and some numbers Needs to have all routine tasks demonstrated. May repeat words to confirm meaning.	Understands a number of simple learned phrases. May need slow speech and frequent repetition. May need context, concrete examples, and non-verbal cues to understand oral information. May understand letters of the alphabet and numbers.	Understands learned phrases and simple new phrases containing familiar vocabulary. May need slow speech and repetition. Can generally understand the main idea of conversations on familiar topics and contexts. May be able to understand conversations on familiar topics when spoken slowly and with repetition. Has very limited ability to understand in non-contact situations (e.g. telephone).	Understands learned phrases and simple new phrases containing familiar vocabulary. May need slow speech and repetition. Can generally understand the main idea of conversations on familiar topics and contexts. May be able to understand conversations on familiar topics when spoken slowly and with repetition. Has very limited ability to understand in non-contact situations (e.g. telephone).

The ***Listening*** descriptions for levels 200 and 250 are the same by design. The difference between the levels is in literacy skills (see ***Reading*** and ***Writing*** descriptions).

REEP ENTRY LEVEL DESCRIPTIONS: LISTENING

300	350	450	550	EXIT
Understand conversations on everyday topics at normal speed in contact situations. Has some ability to understand in non-contact situations (e.g. telephone). Can retell conversations to demonstrate comprehension, but may not be able to separate main idea from details. Understanding simple oral instructions.	Understands conversations on familiar topics when spoken slowly and/or with repetition. Can identify main topic of conversation and some supporting detail on familiar material related to everyday topics. Has limited ability to understand in non-contact situations (e.g. telephone). Understands simple oral instructions. May need repetition.	Understands conversations containing some unfamiliar vocabulary in familiar contexts. May need repetition, rewording, or slower speech. Understands most conversations on familiar topics in contact situations. Has some ability to understand in non-contact situations (e.g. telephone). Can understand and give simple telephone messages. Understands simple oral instructions, but may need repetition.	Understands conversations on everyday topics at normal speed in contact situations. May need general clarification and repetition. Understands most non-contact communication on familiar topics and some communication on unfamiliar topics. May have some difficulty following conversation between native speakers. Understands complex oral instructions.	*Can take basic lecture notes on familiar topics.* Given contact situations and familiar topics, understands conversations at normal speed. Given non-contact situations, understands most communication on familiar topics and some communication on unfamiliar topics. Understands complex oral instructions. Can interpret oral test instructions.

The ***Listening*** descriptions for level **300** are higher than for level **350** by design. A **300** level learner has very good oral skills but very weak literacy skills. The **300** level learner is often someone who has limited education in his/her native country and has been in the US for quite awhile without formally studying English.

ITALICIZED exit descriptions are **550** unit objectives.

REEP ENTRY LEVEL DESCRIPTIONS: READING

100	150	200	250
May recognize most or all letters of the alphabet, but may not recognize correct order. May recognize single digit numbers and some higher numbers. May recognize a few very common sight words (e.g. name, address, stop). May be able to read short sentences. Has a lot of difficulty reading very short, simplified narrative paragraphs. Has difficulty consulting text to locate information.	Recognizes upper and lower case letters of the alphabet. Relates phonological sounds to initial consonants. Recognizes numbers 1-100 Interprets isolated words and simple phrases in familiar contexts (e.g. traffic signs, personal identification forms). Given prereading assistance, can read short, simplified narrative paragraphs on familiar topics containing familiar vocabulary. May have some misinterpretations. Can answer simple factual questions (e.g. yes/no, true/false, fill-in) based on readings and simple wh-questions. Can identify sequence of a simple narrative. May use bilingual dictionary. Has difficulty locating the correct entry.	May have difficulty alphabetizing. Interprets sentences using vocabulary and structures previously learned orally. May need assistance. Interprets isolated words and simple phrases in familiar contexts (e.g. traffic signs, personal identification forms). Given prereading assistance, can read short, simplified narrative paragraphs on familiar topics containing familiar vocabulary. May have some misinterpretations. Can answer simple factual questions (e.g. yes/no) and some Wh-questions, but has difficulty consulting text to locate information. Can identify sequence of simple narrative. Uses bilingual dictionary but may have difficulty locating correct entries.	Can arrange lists in alphabetical order. Scans for specific information in simplified, lifeskill materials related to immediate needs. Reads simplified narratives on familiar and some unfamiliar topics with some misinterpretations. Can read some passages with unfamiliar vocabulary. Uses strategies such as predicting and phonics decoding to interpret new vocabulary in familiar contexts. Can answer simple factual questions relating to short passages (e.g. yes/no, true/false, fill-in, wh-) without assistance. Can locate correct entries in a bilingual dictionary.

The ***Reading*** descriptions for levels **150** and **200** are very similar by design. The difference between these levels is in the learners' oral abilities (see ***Speaking*** and ***Listening*** descriptions).

REEP ENTRY LEVEL DESCRIPTIONS: READING

300	350	450	550	EXIT
May have difficulty alphabetizing lists to the second or third letter. Can interpret abbreviations for words previously learned in the context of specific topics (e.g. housing, employment). Generally reads word by word and decodes unfamiliar words by sound, not by context. Given prereading assistance, can read short, simplified narratives on familiar and some unfamiliar topics containing familiar vocabulary and structures. May need several readings and may have some misinterpretations. Demonstrates comprehension by orally answering questions (e.g. yes/no, wh-, true/false), but may have difficulty answering questions in writing. May personalize text and have difficulty reading objectively.	Can interpret abbreviations for words previously learned in the context of specific topics (e.g. housing, employment). Can read short simplified materials on familiar and unfamiliar topics if visuals or other aids are included. Can relate titles to simple texts. May have some ability to guess vocabulary in context. Can demonstrate understanding by answering factual questions, orally and in writing (e.g. true/false, Wh-). Given clues (e.g. first, next), can identify the sequence of a simple narrative passage.	Reads and understands non-simplified materials on familiar topics. Finds tasks more manageable when visuals are included. Can demonstrate comprehension of text by answering basic comprehension questions and some evaluative questions. Usually able to orally retell short reading passages, but may need assistance. Has some ability to guess vocabulary in context. Can usually identify and sometimes paraphrase the main idea in simplified reading. May be able to identify the topic sentence in a paragraph. Needs assistance with some non-simplified materials (e.g. utility bills).	Can demonstrate comprehension of a variety of non-simplified passages (e.g academic, fiction, etc.) by answering oral and written comprehension questions, including opinion and some inference questions. Can orally retell most reading passages. Demonstrates some strategies for guessing vocabulary in context, including surrounding words and word order. Reads using multiple context clues. Can generally identify and paraphrase the main idea. Can generally recognize difference between fact and opinion.	*Can demonstrate comprehension of a variety of non-simplified materials (e.g. fiction, non-fiction, academic) by answering oral and written comprehension questions (e.g. factual, inference, and opinion) and by retelling/summarizing.* *Uses dictionaries, reference materials, and libraries to obtain information.* Can identify topic and supporting sentences. Can explain or paraphrase the main idea of passages. Can recognize difference between fact and opinion. Demonstrates strategies for learning and remembering new vocabulary. Can interpret written test instructions.

ITALICIZED exit descriptions are **550** unit objectives.

REEP ENTRY LEVEL DESCRIPTIONS: WRITING			
100	150	200	250
May copy letters of the alphabet, numbers, and personally meaningful material. May need assistance. May write letters of the alphabet and numbers from memory. May need assistance. May be able to write very basic personal information and complete a simplified form. May need assistance. May copy sentence patterns and insert own personal information. May attempt to write simple sentences on very familiar topics. Has little or no control of grammar.	Can write the letters of the alphabet and numbers 1-100 independently. Copies materials that are personally meaningful. May need assistance. Completes simplified forms which require personal information. May need assistance. Writes short simple sentences. May need assistance. Given a model on a familiar topic, may be able to write a series of simple sentences. May have unrelated sentences. May attempt to elaborate. May need assistance. Has some control of very basic grammar.	Can write the letters of the alphabet and numbers 1-100 independently. Copies materials that are personally meaningful. May need assistance. Completes simplified forms which require personal information. May need assistance. Writes simple sentences. May need assistance. Given a model, may be able to write a series of simple sentences. May have unrelated sentences. May attempt to elaborate. May need assistance. Has a little control of very basic grammar.	Independently completes simplified forms which require personal information. Given a model on a familiar topic, writes series of simple sentences. May use paragraph format. Attempts to elaborate, but may need assistance. Has some, but inconsistent, control of basic grammar. Makes frequent errors.

The ***Writing*** descriptions for levels **150** and **200** are the same by design. The difference between these levels is in the learners' oral abilities (See ***Speaking*** and ***Listening*** descriptions).

REEP ENTRY LEVEL DESCRIPTIONS: WRITING

300	350	450	550	EXIT
Copies personally relevant material. Can generally complete a variety of simplified forms. Given a model on a familiar topic, writes series of short simple sentences. May not use paragraph form. May have sentences unrelated to topic. May attempt to elaborate. Given personal writing, borrows familiar words, phrases, and high frequency expressions from speaking. Tends to spell phonetically. Has some control of basic grammar.	Completes a variety of simplified forms. Given a model on a familiar topic, writes a simple paragraph. May not have a main idea or stay on topic. Attempts to elaborate. Has increasing, but inconsistent, control of basic grammar. May attempt to use more complex grammar, with limited control. Writes complete simple sentences using correct word order. May write compound and complex sentences.	Completes a variety of unsimplified forms with assistance. Performs basic writing tasks on familiar topics, including short personal notes and letters. Given a familiar topic, can write a paragraph. May not write a topic sentence or stay on topic. Can write supporting sentences and attempts to elaborate. Has trouble with sequencing. Has minimal skills in self-editing but may have some peer editing skills. Has some control of structures, but makes errors which interfere with meaning. Can generally write compound and complex sentences. May have difficulty with word order.	Given a topic, can write a paragraph with a main idea and supporting sentences. May not use topic sentences and generally does not use concluding sentences. Can narrow or expand a paragraph topic with assistance. May have some sequencing problems within the paragraph. Can identify and self-edit some errors with assistance. Uses compound and complex sentences. Makes errors in complex structures such as passive, present perfect, and conditionals.	*Uses elements of process writing to generate essays.* Can narrow or expand a topic. Can write a paragraph with a main idea, supporting sentences, and a concluding sentence. Can use a variety of organizational patterns, (e.g. expository, descriptive, comparative, persuasive.) Has minor organizational problems. Can edit and revise writing, with assistance. Uses compound and complex sentences. Makes errors in grammar and mechanics, but these generally do not interfere with communication. Can summarize reading passages. Given timed, essay test questions, can communicate ideas, but with some structural and organizational problems.

ITALICIZED descriptions are 550 unit objectives.

EMPLOYMENT TRAINING CENTER

ETC ENTRY LEVEL DESCRIPTIONS: INTENSIVE PRE-VOCATIONAL COURSE FOR ESL ADULTS Rev 4/21/94 (Transition BEST 29-33; Office Skills 37-40)

General Skills	Study Skills	Speaking	Listening	Reading	Writing
Understands most social demands. Can handle work which involves a sequence of 2 or 3 oral or written instructions in unfamiliar situations. A native speaker accustomed to dealing with LEPs can understand most of the time. Can state a personal opinion and support it with one to two examples.	Understands the basic format of text books (e.g. index, table of contents) Can use an ESL English/English dictionary for basic spelling and definition. Is familiar with basic types of test questions and formats (e.g. true/false, fill-in, multiple choice). Has some awareness of specific difficulties in skill areas.	Can function independently in social situations. Communicates by telephone on familiar subjects. Expands and supports basic ideas when speaking. May hesitate when organizing or looking for vocabulary. Can clarify and reword most conversations. Controls basic grammar but makes mistakes with difficult structures. Can make a 5-10 minute oral presentations easily on topics of interest with minor organizational problems.	Can understand 3-5 sequential oral instructions. Understands conversations on everyday level at normal speed when addressed directly. May need general clarification and repetition. Understands most non-contact communication on familiar topics.	Can read passages and answer short comprehension questions including opinion and some inference questions. Demonstrates some strategies to guess vocabulary in context including surrounding words and word order. Can identify the topic sentence. Can identify and paraphrase main idea. Can orally retell most reading passages. Reads using some context clues. Can recognize difference between fact and fiction.	Can write clear sentences. Has some organizational problems with word order and sentence order.

ETC TRANSITION EXIT LEVEL DESCRIPTION (TABE Assessment)

(Rev. 4/21/94)

General Skills	Study Skills	Speaking	Listening	Reading	Writing
Understands differences in social and work demands. Understands importance of accurate comprehension of oral or written instructions in unfamiliar situations. A native speaker unaccustomed to dealing with LEPs can understand most of the time. Can state and support a personal opinion and readily support it with examples, explanations, and clarification. Can identify differences between spoken and written language.	Understands and uses the basic format of text books (scan for general information). Can use an English/English dictionary for basic spelling, pronunciation and multiple definitions. Demonstrates understanding of basic types of test questions and formats: true/false, fill-in, multiple choice, and essay. Demonstrates a few study and test-taking strategies, e.g. budgeting time, and process of elimination. Knows how to address specific difficulties related to job training.	Can function independently in nearly all social and work situations. Interacts on phone to leave business messages. Expands and supports basic ideas when speaking. Can initiate or change subjects easily. May experience some minor hesitation. Can clarify and reword most conversations. Controls complex grammar but may make minor mistakes with difficult structures. Can make a 5 minute work-related oral presentation.	Can understand 4-6 sequential oral instructions. Understands work-related conversations. Can ask for clarification or repetition of specific portions of conversation. Understands conversations at normal speeds on job-related topics. Understands 50-75% of all non-contact communications. Can take phone messages.	Can read passages and answer basic factual, inference, and judgement comprehension questions. Can orally summarize reading passages.	Can write complex sentences. Can identify and self-edit 25-50% of written errors. Makes minor errors in grammar and mechanics which do not interfere greatly with meaning.

MARYMOUNT UNIVERSITY

MU/REEP Pre-Academic Transition Program
Entrance Level Descriptions

SPEAKING

1. Has fluency in spontaneous/informal speech situations.
2. Has had some experience with delivery of formal presentations.
3. Understands the organizational basics of information presentations but lacks confidence in ability.
4. Speech may be accented but does not interfere with communicative effectiveness.
5. Grammar mistakes are noticeable but do not hinder listener comprehension.

LISTENING

1. Follows conversational English without difficulty.
2. Can perform basic listening comprehension tasks such as following oral instructions and taking notes on simple topics.
3. Processes unfamiliar material at a slower than normal rate of speed and often needs material to be repeated or restated for full comprehension.
4. Has had little experience with listening comprehension test taking strategies.

READING

1. Is able to summarize short unabridged reading selections (fiction/nonfiction).
2. Can identify main ideas and supporting details of those readings.
3. Comprehends general vocabulary items but has a limited academic vocabulary base.
4. Has vocabulary building skills but needs to expand them and to focus on higher level reading material.

WRITING

1. Demonstrates control of paragraph length material following standard linear development - topic sentence, supporting details and conclusion.
2. Paragraphs show mechanical and grammatical weaknesses.
3. Sentence structures are varied but lack use of idiomatic expressions.
4. Effectiveness of topic development is sometimes hampered by limited or inappropriate vocabulary choices.

MARYMOUNT
Exit Level Descriptions

SPEAKING

1. Participates in class discussions easily and with confidence and without teacher prompting.
2. Uses self-monitoring techniques to correct grammar errors.
3. Can discuss academic/nonfiction articles with control and comprehension.
4. Uses argumentation skills with controversial topics and shows increased ability to express individual ideas.
5. Is comfortable in making 5-10 minute individual formal presentations before peer group.
6. Has participated in group presentations and understands the concept of being part of a team.

LISTENING

1. Has developed strategies for taking standardized listening comprehension exams.
2. Can take notes on academic lecture material using common note-taking skills including abbreviations.
3. Can use notes to successfully answer factual questions about academic lectures.
4. Can follow presentations given at normal speed by outside speakers whose topics are unfamiliar to the students.

READING

1. Can use word analysis (roots, stems, affixes) to understand new vocabulary items.
2. Uses context clues and predicting to increase reading comprehension.
3. Has increased reading speed as shown by improvement on timed reading tests.
4. Understands the organizational form of textbooks as opposed to fiction writing.
5. Can read lengthy passages with comprehension from a variety of textbook styles and disciplines.
6. Can apply reading and vocabulary strategies in standardized test taking situations.

EXIT LEVEL DESCRIPTIONS (Continued)

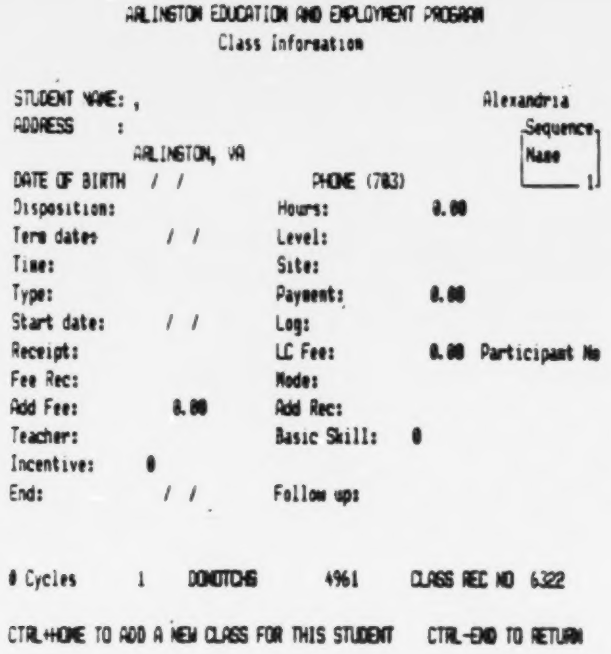
WRITING

1. Demonstrates a wide range of purpose and form in paragraph writing - summaries, analysis of data, formal letters requesting information, essay test practice.
2. Uses appropriate transitions within and between paragraphs.
3. Uses self-editing techniques.
4. Has increased control of mechanics and spelling although errors exist.
5. Writes well formed sentences with few awkward or poorly structured passages.
6. Can use vocabulary and tone of writing that is appropriate for the task.

ACADEMIC PREPAREDNESS

1. Understands the organization and structure of higher educational institutions.
2. Has the skills and knowledge to successfully ask for information and complete a college application form.
3. Can use a college catalog and class schedule.
4. Understands financial aid options.
5. Sees the time commitment required for academic coursework.
6. Understands ethical codes of academic performance.
7. Uses critical thinking skills in the four skill areas.

APPENDIX B
ELECTRONIC DATABASE MANAGEMENT SYSTEM SAMPLE SCREENS

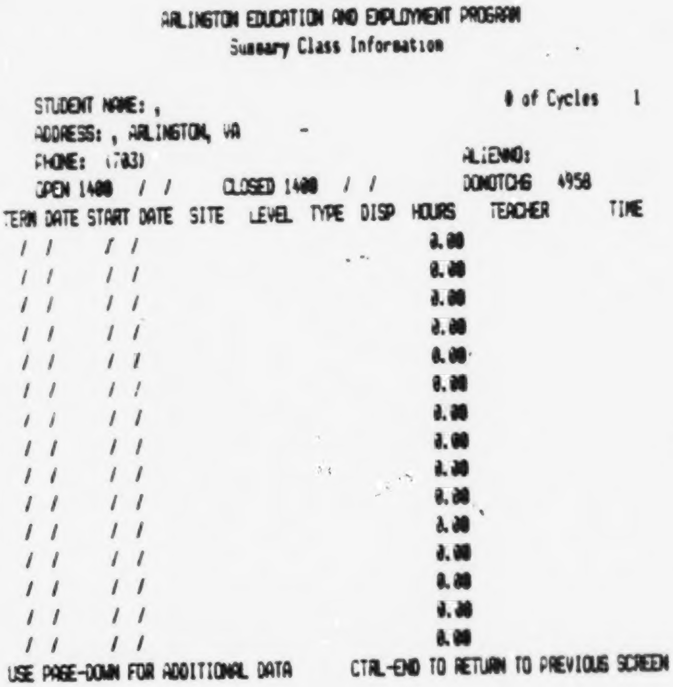


```
                ARLINGTON EDUCATION AND EMPLOYMENT PROGRAM
                            Class Information

STUDENT NAME: ,                                               Alexandria
ADDRESS      :                                                 Sequence
                  ARLINGTON, VA                                Name
DATE OF BIRTH   / /               PHONE (703)                          1
Disposition:                   Hours:            0.00
Term dates         / /         Level:
Time:                          Site:
Type:                          Payment:          0.00
Start date:        / /         Log:
Receipt:                       LC Fee:           0.00  Participant No
Fee Rec:                       Node:
Add Fee:           0.00        Add Rec:
Teacher:                       Basic Skill:    0
Incentive:       0
End:               / /         Follow up:


# Cycles      1     DONOTCHG       4961     CLASS REC NO  6322

CTRL+HOME TO ADD A NEW CLASS FOR THIS STUDENT     CTRL-END TO RETURN
```



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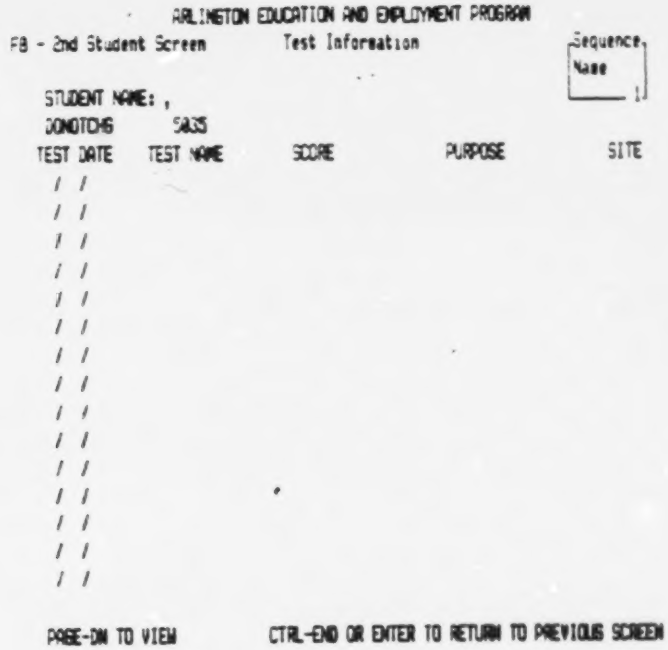
                ARLINGTON EDUCATION AND EMPLOYMENT PROGRAM
                        Summary Class Information

  STUDENT NAME: ,                                        # of Cycles    1
  ADDRESS: , ARLINGTON, VA       -
  PHONE:  (703)                                      ALIENNO:
  OPEN 1400   / /      CLOSED 1400   / /             DONOTCHG   4958
TERM DATE START DATE  SITE   LEVEL  TYPE  DISP  HOURS   TEACHER      TIME
  / /      / /                                  0.00
  / /      / /                                  0.00
  / /      / /                                  0.00
  / /      / /                                  0.00
  / /      / /                                  0.00
  / /      / /                                  0.00
  / /      / /                                  0.00
  / /      / /                                  0.00
  / /      / /                                  0.00
  / /      / /                                  0.00
  / /      / /                                  0.00
  / /      / /                                  0.00
  / /      / /                                  0.00
  / /      / /                                  0.00
  / /      / /                                  0.00
USE PAGE-DOWN FOR ADDITIONAL DATA     CTRL-END TO RETURN TO PREVIOUS SCREEN
```

BEST COPY AVAILABLE



```
                    ARLINGTON EDUCATION AND EMPLOYMENT PROGRAM
F8 - 2nd Student Screen         Test Information                  ┌Sequence┐
                                                                  │Name    │
  STUDENT NAME: ,                                                 └─────── 1┘
  DONOTCHG        5835
 TEST DATE   TEST NAME        SCORE           PURPOSE           SITE
   / /
   / /
   / /
   / /
   / /
   / /
   / /
   / /
   / /
   / /
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   / /
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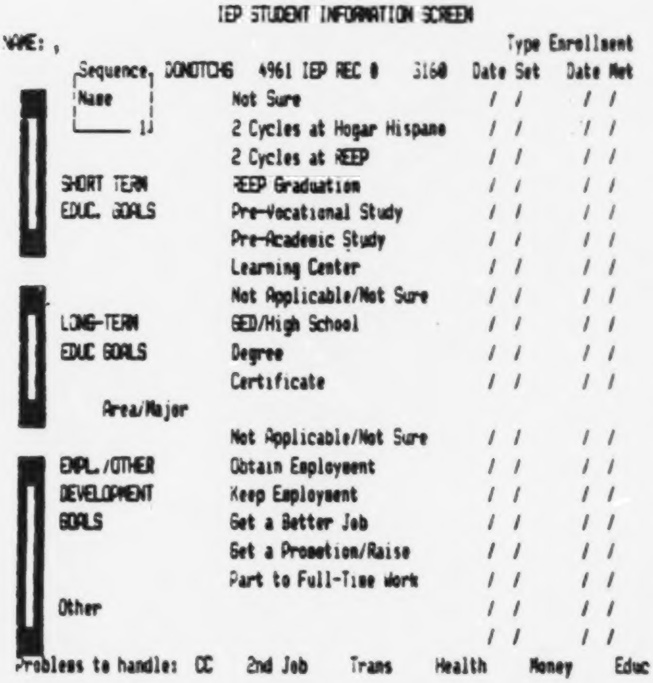
  PAGE-DN TO VIEW          CTRL-END OR ENTER TO RETURN TO PREVIOUS SCREEN
```



```
                          IEP STUDENT INFORMATION SCREEN
NAME: ,                                                               Type Enrollment
       ┌Sequence┐ DONOTCHG    4961 IEP REC 0      3160   Date Set   Date Met
       │Name    │              Not Sure                    / /        / /
       └─────── 1┘             2 Cycles at Hogar Hispane   / /        / /
                               2 Cycles at REEP            / /        / /
       SHORT TERM              REEP Graduation             / /        / /
       EDUC. GOALS             Pre-Vocational Study        / /        / /
                               Pre-Academic Study          / /        / /
                               Learning Center             / /        / /
                               Not Applicable/Not Sure     / /        / /
       LONG-TERM               GED/High School             / /        / /
       EDUC GOALS              Degree                      / /        / /
                               Certificate                 / /        / /
            Area/Major
                               Not Applicable/Not Sure     / /        / /
       EMPL./OTHER             Obtain Employment           / /        / /
       DEVELOPMENT             Keep Employment             / /        / /
       GOALS                   Get a Better Job            / /        / /
                               Get a Promotion/Raise       / /        / /
                               Part to Full-Time Work      / /        / /
       Other                                               / /        / /
                                                           / /        / /
Problems to handle:  CC    2nd Job    Trans    Health    Money    Educ
```

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APPENDIX C
INDIVIDUALIZED EDUCATION PLANS

ARLINGTON ADULT LEARNING SYSTEM (AALS)
INDIVIDUALIZED EDUCATION PLAN (IEP)
COUNSELOR'S SECTION

NAME: ____________________ DATE: __________

I. PRE-PROJECT SERVICES*

Service Provider	Type of Service	Dates of Services

Referred by: ____________________

*([illegible])

II. TRANSITION STEPS

INSTRUCTIONAL TRANSITIONS	HOURS/WK TOTAL HRS	START DATE	COMPLETION DATE	*PRE-TEST	*POST-TEST	RECOMMENDATION	COMMENTS

* Test Code. B = BEST/REEP written, M = Michigan, T = TABE

Counselor's Initials:

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ACADEMIC AND VOCATIONAL TRACK
ARLINGTON ADULT LEARNING SYSTEM (AALS)
INDIVIDUALIZED EDUCATION PLAN (IEP)
STUDENT SECTION

NAME:______________________________________ DATE:_______________
Last Middle First

CURRENT TEACHER:_________________

I. OCCUPATIONAL INFORMATION

Occupation in native country:_______________________________

Occupation in the US: _______________ Do you work full- or part-time?_______________

Job Training: (When/where/what kind_______________________________________)

II. EDUCATIONAL INFORMATION

Years of education in native country: 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20

High School Diploma: Yes No
University Diploma: Yes No (Major:_______________)

Education in the United States:

____ English (When/Where _______________________________________)

____ High School (When/Where_______________________________________)

____ Other (When/Where_______________________________________)

III. PROJECT GOAL

To be completed by student: *To be completed by counselor:*

____ complete pre-vocational English instruction at Wilson School and the Employment Training Center ____ complete pre-academic instruction at Wilson School and Marymount University	Date/Comments	Date/Comments

IV. LONG-TERM EDUCATION GOALS

To be completed by student:	*To be completed by counselor:*	
____not sure _____university degree (Major:___________________) _____ associate's degree _____ bachelor's degree _____ master's degree _____ other:_____________________________ _____professional license/certification (Major: ___________________________) _____vocational certificate (Major: ___________________________) _____GED or high school completion _____other:_______________________________	Date/Comments:	Date/Comments:

V. LONG-TERM EMPLOYMENT GOALS

To be completed by the student:	*To be completed by the counselor:*	
_____obtain employment (job desired:_______________) _____get a better job (job desired:_______________) _____get a promotion and/or a raise _____move from part-time to full-time work _____other:___________________________________)	Date/Comments:	Date/Comments:

ADDITIONAL COMMENTS:

GENERAL ESL TRACK
ARLINGTON ADULT LEARNING SYSTEM (AALS)
INDIVIDUALIZED EDUCATION PLAN (IEP)
STUDENT SECTION

NAME: ______________________________ DATE: ____________
Last Middle First

CURRENT TEACHER: ______________

I. OCCUPATIONAL INFORMATION

Occupation in native country: ______________________

Occupation in the US: ____________ Do you work full- or part-time? ____________

Job Training: (When/where/what kind ______________________________)

II. EDUCATIONAL INFORMATION

Years of education in native country: 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20

High School Diploma: Yes No
University Diploma: Yes No (Major: ______________)

Education in the United States:

____ English (When/Where ______________________________)

____ High School (When/Where ______________________________)

____ Other (When/Where ______________________________)

III. PROJECT GOAL

To be completed by student: *To be completed by counselor:*

____ complete at least two sessions at Hogar Hispano ____ complete at least one session at Hogar Hispano and one cycle of intensive English at the Arlington Education and Employment Program (REEP)	Date/Comments	Date/Comments

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IV. LONG-TERM EDUCATION GOALS

To be completed by student: *To be completed by counselor:*

____ not sure	**Date/Comments:**	**Date/Comments:**
____ high school diploma		
____ GED certificate		
____ graduation from Arlington Education and Employment Program (REEP)		
____ university degree (Major:____________) ____ associate's degree ____ bachelor's degree ____ other:____________		
____ professional license/certification (Major: ____________)		
____ vocational certificate (Major: ____________)		

V. LONG-TERM EMPLOYMENT GOALS

To be completed by the student: *To be completed by the counselor:*

____ obtain employment (job desired:____________)	**Date/Comments:**	**Date/Comments:**
____ get a better job (job desired:____________)		
____ get a promotion and/or a raise		
____ move from part-time to full-time work		
____ other:____________)		

ADDITIONAL COMMENTS:

CLASES DE INGLES
ARLINGTON ADULT LEARNING SYSTEM (AALS)
PLAN EDUCATIVO INDIVIDUAL (IEP)
SECCION PARA SER CONTESTADO POR EL ESTUDIANTE

NOMBRE: ______________________________________ FECHA: ______________
Apellido Segundo Nombre Primer Nombre

PROFESOR ACTUAL: ______________

I. INFORMACION DE EMPLEO

Ocupación en su país: ______________________________

Ocupación en los Estados Unidos: ______________________________

¿Trabaja medio tiempo o tiempo completo? ______________________________

Instrucción o entrenamiento vocacional: (cuándo/dónde/de qué tipo ______________________________)

II. INFORMACION DE EDUCACION

Años de estudio en su país: 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20

Bachillerato: Si No
Título universitario: Si No (carrera: ______________________________)

Educación en los Estados Unidos:

____ inglés (cuándo/dónde ______________________________)

____ High School (cuándo/dónde ______________________________)

____ otro (cuándo/dónde ______________________________)

III. OBJETIVO DEL PROYECTO

Para ser completado por el estudiante: *Para ser completado por el consejero:*

____ terminar un mínimo de dos sesiones en Hogar Hispano	Fecha/comentarios:	Fecha/comentarios:
____ terminar un mínimo de una sesion en Hogar Hispano y un ciclo de clases intensivas de inglés en el programa de REEP (Arlington Education and Employment Program)		

BEST COPY AVAILABLE

IV. OBJETIVOS EDUCATIVOS DE LARGO PLAZO

Para ser completado por el estudiante: *Para ser completado por el consejero:*

____ no estoy seguro
____ bachillerato de la escuela secundaria (high school)
____ certificado de equivalencia de bachillerato (GED)
____ certificado de graduación del programa REEP (Arlington Education and Employment Program)
____ título universitario (carrera:________________)
    _____ licenciado (Bachelor)
    _____ Master
    _____ Doctorado
    _____ otro:______________________
____ certificado profesional (carrera: ______________________)
____ certificado vocacional (carrera: ______________________)
	Fecha/comentarios:	Fecha/comentarios:

V. OBJETIVO DE EMPLEO DE LARGO PLAZO

Para ser completado por el estudiante: *Para ser completado por el consejero:*

____ conseguir empleo (trabajo que desea:____________________) ____ conseguir un trabajo mejor (trabajo que desea:____________________) ____ conseguir una promoción o aumento de salario ____ cambiar de medio tiempo a tiempo completo ____ otro:______________________________)	Fecha/comentarios:	Fecha/comentarios:

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APPENDIX D

PROGRESS REPORTS

HOGAR HISPANO

ENGLISH CLASSES - Evaluation

Student's name: ______________________________

Level: ______________ **Date:** ______________

	Needs to Improve	Fair	Good	Very Good	Excellent
1. Speaking:	____	____	____	____	____
2. Understanding:	____	____	____	____	____
3. Reading:	____	____	____	____	____
4. Writing:	____	____	____	____	____

5. Attendance: ______________________________
Number of classes attended/Total number of classes

Advanced to the next level: ______________________________

Continue on the same level: ______________________________

Teacher's signature: ______________________________

Comments: ______________________________

____

REEP ESL PROGRESS REPORT: LEVEL 100

Marking System:
+ = Achieved competency/function
√ = More practice is needed
A = Absent
NC = Not covered

Student Name:
Teacher Name:
Level:
Start Date:
Type:

Getting Started:
___ 1. Ask/answer questions: self, others
___ 2. Ask for and request clarification
___ 3. Complete personal identification form
___ 4. Greet and take leave
___ 5. Introduce self/others
___ 6. Identify immediate family
___ 7. Locate relevant points on map
___ 8. Identify school rules
___ 9. Respond to emergency procedures
___ 10. ________________________________

Classroom and Housing:
___ 1. Respond to instructions
___ 2. Identify classroom objects/furniture
___ 3. Identify signs
___ 4. Identify rooms/furniture in house
___ 5. Describe residence
___ 6. ________________________________

Consumerism:
___ 1. Identify food items
___ 2. Ask for food items
___ 3. Identify clothing items
___ 4. Ask/answer questions: prices
___ 5. Express likes and dislikes
___ 6. Address an envelope
___ 7. Request stamps
___ 8. ________________________________

Health:
___ 1. Identify body parts
___ 2. Ask/answer questions: illness/injuries
___ 3. Complete simplified health form
___ 4. Call 911
___ 5. ________________________________

Holidays and Special Occasions:
Holiday:________________________________
___ 1. Identify name of holiday
___ 2. State reason for celebration
___ 3. Identify major historical facts
___ 4. Describe how it is celebrated
___ 5. ________________________________

Money:
___ 1. Identify coins and bills
___ 2. Ask price and produce change up to $20.00
___ 3. Produce pricetag amounts

Money: (con't)
___ 4. Request and give change
___ 5. Request money-related forms
___ 6. Complete money-related forms
___ 7. ________________________________

Time and Weather:
___ 1. Ask/answer questions: clocks
___ 2. Write times
___ 3. Ask/answer questions: dates
___ 4. Read and write dates
___ 5. Describe daily routine
___ 6. Ask/answer questions: seasons
___ 7. ________________________________

Transportation:
___ 1. Identify types of transportation
___ 2. Ask/answer questions: transportation used
___ 3. Ask/answer questions: bus/metro
___ 4. Give/follow directions: metro card machine
___ 5. Identify home, school, job on simplified map
___ 6. Identify traffic signs
___ 7. ________________________________

Working in the U.S.A:
___ 1. Identify job titles
___ 2. Ask/answer questions: past/present jobs
___ 3. Fill out simplified application
___ 4. Follow two-step instructions
___ 5. Demonstrate meaning: workplace signs
___ 6. ________________________________

Enabling Skills:
Mid End
___ ___ 1. Recognize capital/small letters
___ ___ 2. Recite alphabet in correct order
___ ___ 3. Write capital and small letters
___ ___ 4. Print alphabet in order
___ ___ 5. Take letter dictation
___ ___ 6. Say numbers 1-100
___ ___ 7. Write numbers 0-100
___ ___ 8. Write numbers from dictation
___ ___ 9. Sight read own name
___ ___ 10. Sight read personal data vocabulary

Write Level Objective:
___ Generate simple sentences

Reading Level Objective:
___ Read simplified material

REEP ESL PROGRESS REPORT: Language Skill Assessment

Student's Name: ______________________________ **Level:** __________

Student's Goal:

Please mark **X** in appropriate boxes.

Teacher's Comments:

BEGINNING	100	150	200	250	300	350	450	550	Exit
Reading									
Writing									
Speaking									
Listening									

Teacher Comments:

Please write ***fair***, ***satisfactory***, ***good***, or ***excellent***.

MID	PROGRESS
Reading	
Writing	
Speaking	
Listening	

Student Signature/Date/Comments:

Please mark **X** in appropriate boxes.

Teacher's Comments:

FINAL	100	150	200	250	300	350	450	550	Exit
Reading									
Writing									
Speaking									
Listening									

Student Signature/Date/Comments:

Teacher's Signature/Date:______________________________

Retained (level)________________ Promoted (level) ____________ Withdrew______

REEP ESL PROGRESS REPORT: LEVEL 550

Marking System:
1 = Above level
2 = At level
3 = Below level
A = Absent
NC = Not covered

FUTURE PLANNING:
Mid End
___ ___ 1. Identify goals
___ ___ 2. Identify requirements, duties, etc.
___ ___ 3. Request information: education
___ ___ 4. Fill out job/education forms
___ ___ 5. Prepare documents: interview/application
___ ___ 6. Describe strengths, experience, goals
___ ___ 7. ______________________________

ESSAY WRITING:
Mid End
___ ___ 1. Draft and edit sentences
___ ___ 2. Draft/revise main idea/supporting sentences
___ ___ 3. Draft/revise topic/trans./concluding sentences
___ ___ 4. Draft and revise essays:
___ ___ a. expository
___ ___ b. description
___ ___ c. compare/contrast
___ ___ d. persuasion
___ ___ 5. ______________________________

___ ___ **UNIT OBJECTIVE:** Generate 2 or more essays
___ ___ **LEVEL OBJECTIVE:** Write 3-paragraph essays

NOTETAKING STRATEGIES:
Mid End
___ ___ 1. Demonstrate notetaking strategies
___ ___ 2. Demonstrate techniques for organization
___ ___ 3. Discriminate: main ideas/unimportant ideas
___ ___ 4. Summarize key ideas
___ ___ 5. ______________________________
___ ___ **UNIT OBJECTIVE:** Take comprehensive notes

ORAL PRESENTATIONS:
Mid End
___ ___ 1. Select/narrow/broaden a topic
___ ___ 2. Organize material on cards or outlines
___ ___ 3. Choose props to enhance presentation
___ ___ 4. Rehearse and identify improvement strategies
___ ___ 5. ______________________________

___ ___ **UNIT OBJECTIVES:** Deliver/self-evaluate a 5-10 minute factual oral presentation.

Student name:
Teacher name:
Level:
Start date:
Type:

READING STRATEGIES:
Mid End
___ ___ 1. Make predictions: newspapers
___ ___ 2. Preview, skim, scan a text
___ ___ 3. Use SQ3R
___ ___ 4. Identify main ideas
___ ___ 5. Distinguish between fact and fiction
___ ___ 6. Identify techniques to increase speed
___ ___ 7. Deduce meaning from context
___ ___ 8. ______________________________

___ ___ **LEVEL OBJECTIVE:**
Read non-simplified materials

REFERENCE MATERIALS:
Mid End
___ ___ 1. Given dictionary key, pronounce words
___ ___ 2. Identify components of dictionary
___ ___ 3. Locate specific entries in dictionary
___ ___ 4. Locate specific parts in textbook
___ ___ 5. Obtain information from reference materials
___ ___ 6. Locate reference materials in a library
___ ___ 7. ______________________________

___ ___ **UNIT OBJECTIVE:**
Demonstrate ability to use dictionaries, reference materials, and libraries

STUDY SKILLS/LEARNING STRATEGIES:
Mid End
___ ___ 1. Develop a personal learning profile
___ ___ 2. Identify strategies for improving study habits
___ ___ 3. Identify and employ clarification strategies
___ ___ 4. Identify academic class policies
___ ___ 5. ______________________________

TEST TAKING STRATEGIES:
Mid End
___ ___ 1. Identify strategies for test preparation
___ ___ 2. Interpret test instructions
___ ___ 3. Identify strategies for improving test results
___ ___ 4. Identify strategies for answering questions
___ ___ 5. Employ learned strategies
___ ___ 6. ______________________________

REEP ESL PROGRESS REPORT: Language Skill Assessment

Student's Name: ______________________________ **Level:** __________

Student's Goal:

Please mark **X** in appropriate boxes.

Teacher's Comments:

BEGINNING	**100**	**150**	**200**	**250**	**300**	**350**	**450**	**550**	**Exit**
Reading									
Writing									
Speaking									
Listening									

Teacher Comments:

Please write ***fair***, ***satisfactory***, ***good***, or ***excellent***.

MID	**PROGRESS**
Reading	
Writing	
Speaking	
Listening	

Student Signature/Date/Comments:

Please mark **X** in appropriate boxes.

Teacher's Comments:

FINAL	**100**	**150**	**200**	**250**	**300**	**350**	**450**	**550**	**Exit**
Reading									
Writing									
Speaking									
Listening									

Student Signature/Date/Comments:

Teacher's Signature/Date: ______________________________

Retained (level) ____________________ Promoted (level) ______________ Withdrew ______

ETC PROGRESS REPORT

Name: ____________________ Class: ____________________

Date: ____________________

The students are evaluated on their progress in the following areas:

I. Oral Communication: ____________________

____

A. Fluency in speaking: ____________________

B. Listening Comprehension: ____________________

C. Pronunciation: ____________________

II. Written Communication: ____________________

____

III. Reading: ____________________

____

IV. Vocabulary: ____________________

____

V. Computer: ____________________

____

VI. Behavior/Attitude/Personal Adjustment: ____________________

____

Comments: ____________________

____

Recommend Job Training: YES NO

Teacher's Signature ____________________

MARYMOUNT UNIVERSITY

Progress Report

Student's name: ______________________________ **Date:** ____________________

Reading/Vocabulary

Teacher: ____

Attendance:

Quizzes:

Class Participation:

Homework:

Comments and Recommendation:

Composition/TOEFL

Teacher: ____

Attendance:

Quizzes:

Compositions:

Class Participation:

Oral Presentation:

TOEFL Score:

Comments and Recommendation:

APPENDIX E

NEEDS ASSESSMENT

REEP PRE-TOPIC NEEDS ASSESSMENT

OBJECTIVES	FUNCTIONS AND SAMPLE LANGUAGE	SUGGESTED ACTIVITIES
100: Students demonstrate what they already know about the topic.	Identify objects: It's (a dress, car) Report information: It's ($2.50, raining)	Brainstorming, TPR, pictorial questionnaire, match words with pictures.
150: Students demonstrate what they already know about the topic.	Report information: She's (wearing a dress) I have (a cold, an appointment)	Brainstorming, TPR, pictorial questionnaire, information grid.
200: Students determine what they need/want to study in the topic.	Express needs: I (don't) need English (at the mall).	Pictorial questionnaire, mind map on where learners need the language.
250: Students determine what they want/need to study in the topic.	Express needs and wants: I (don't) want to study (ads).	Brainstorm, written questionnaire, mind map, information grid, vote with your feet.
300: Students choose and prioritize objectives.	Express needs and wants: I need to read (tickets). Express preferences: I'd like fill out (a credit card application). Report information: I can do this already.	Learner-generated questionnaire, information grids, brainstorm, mind map.
350: Students choose and prioritize objectives.	Express needs and wants: I want to practice (describing people). Express preferences: I'd rather write (a letter of complaint).	Brainstorm, discussion, written questionnaire, learner-generated questionnaire, information grid, mind map.
450: Students choose objectives and identify relevant contexts.	Express need and wants: I really need to know about (resumes). Express preferences: I prefer to (complete applications).	Brainstorm, discussion, written questionnaire, progress report, or survey on topic or functions, information grid, mind map.
550: See individual units.		

NEEDS ASSESSMENT TOOLS CHART

This tools chart provides suggested activities for needs assessment. The activities are divided into different types of tools, e.g. those which require written; those which can be done orally. Samples of many of these tools can be found in the appendices.

In the first column of the tools chart, the tools are listed. The logistics column provides suggested steps in implementing the activity. The purpose column provides information on what point in the course of instruction the tool would be most effective. The analysis column provides suggestions for calculating the results, in most cases with the learner's input. The level column suggests the levels that the tool would be most appropriate for. To facilitate your search for appropriate tools, the tools are listed by level below.

LEVEL	SUGGESTED TOOLS
100	Information grids, learner-generated lists, mind-mapping, cut-out illustrations, pictorial questionnaires, topic selection tools, pictorial timelines, learner generated questionnaire.
150	Information grids, learner-generated lists, mind-mapping, cut-out illustrations, written questionnaires, topic selection tools, written timelines, reading/writing samples, learner generated questionnaire.
200 & 250	See tools suggested for **150** (except cut-out illustrations and pictorial timelines).
300 - 550	Information grids, learner-generated lists, mind-mapping, written questionnaires, topic selection tools, timelines, class bulletin boards, diary charts, reading/writing samples, dialogue journals.
550	Individualized Education Plan.
*	Sample tool included in the REEP Curriculum.

SAMPLES FROM LEARNER NEEDS ASSESSMENT TOOLS CHART (Complete tools chart can be found in the REEP Curriculum)				
TOOL	**LOGISTICS**	**PURPOSE**	**ANALYSIS**	**LEVEL**
Information Grid *	Learners interview each other to complete the grid. Topics and headings for grids are generated by the teacher and/or the learners.	**Initial, pre-topic, mid-course, and final information** about the learners and their experiences, needs, and preferences. Grids can be adapted for various levels by controlling language or using pictures for low literacy learners.	Results can be tabulated orally or on a master grid on an overhead or blackboard. If appropriate to the grid, the group prioritizes skills and topics to be covered.	100-550
Topic Selection	Learners are given a list or a collection of visuals indicating skills, topics, or subtopics either specified by a curriculum or developed by brainstorming.	**Initial, mid-course, or pre-topic** information about learners' highest priority needs with regard to competencies, skills, and topics.	Teacher and class become aware of high priority needs. Together they negotiate the selection and ordering of the course content.	100-550
1. Priority Cards	1. Individuals or small groups create cards, each containing one skill or topic. The cards are placed in order according to importance.		1. Individuals or small groups report their top priorities and the class reaches a consensus.	
2. Vote with Your Feet	2. Names or pictures of skills or topics are posted around the classroom, and individuals move to stand near the most important choice. Several rounds of voting may occur.		2. At each round of voting, teacher counts learners who chose a particular skill or topic. A class consensus is reached.	

SAMPLES FROM LEARNER NEEDS ASSESSMENT TOOLS CHART
(Complete tools chart can be found in the REEP Curriculum)

TOOL	LOGISTICS	PURPOSE	ANALYSIS	LEVEL
Brainstorming 1. Learner-generated list	1. Small or whole groups generate lists of how they use skills, eg. Where do you speak/write English?	1. **Initial and on-going** information about how learners use basic skills.	1. The list may be used to create a questionnaire that individuals complete. The questionnaires can be tallied orally as a group. Identified needs can be prioritized.	100-550
2. Mind Mapping	2. Beginning with a topical question at the center of a diagram, class brainstorms answers. Responses and more detailed examples are added to the diagram and drawn as branches from the center.	2. **Initial and pre-topic** information about how learners use basic skills and life skills in a variety of settings and how they would like to be able to use skills.	2. A count is taken of how many learners agree with each branch (i.e. need). Identified needs can be prioritized as a group.	100-550
3. Cut-out Illustrations	3. Learners cut pictures from magazine of things they would like to be able to do with English.	3. **Initial and mid-course** information about how learners use or want to be able to use English.	3. Individuals show and explain pictures to the group. Teacher keeps a tally of expressed need.	100, 150
Learner Generated Questionnaire *	As a whole group, and/or in small groups, learners brainstorm items for questionnaire. Then, learners complete questionnaire individually.	**Initial, pre-topic** information about how learners use language and would like to be able to use language.	Results can be tabulated orally or by small groups. Based on results, the group prioritizes skills and topics to be covered.	150-550
Pictorial Questionnaire *	Teacher provides the pictorial worksheets. Learners mark the appropriate pictures.	**Initial and mid-course** information about places learners want to be able to use English.	The class will then tally the questionnaire together.	100

SAMPLES FROM LEARNER NEEDS ASSESSMENT TOOLS CHART
(Complete tools chart can be found in the REEP Curriculum)

TOOL	LOGISTICS	PURPOSE	ANALYSIS	LEVEL
Timelines	Learners make timelines which indicate major events in their lives (past and present). They also indicate future goals.	**Initial** information about learners' lives (past and present) and their goals for the future. As a **final** evaluation, learners indicate progress toward the achievement of their goals.	Information can be used to tailor the class toward helping learners achieve their future goals. Teacher becomes more aware of learners' backgrounds. Class discussion should focus on the learners' goals and how the class can help them attain their goals.	
1. Written Timeline *	1. They include the year and a sentence or two for each event.	**Note:** Timelines can also be used for self-assessment.		150-550
2. Pictorial Timeline	2. They draw images to reflect major events in their lives.			100, 150

LEARNER GENERATED QUESTIONNAIRES

(Contributed by Suzanne Grant)

Learner-generated questionnaires have two basic advantages over pre-prepared questionnaires. First, the areas of response are not pre-determined but are generated by the learners. Second, comprehension of the language of the questionnaire is not a problem because the learners themselves generate the language.

EXAMPLE 1: Suggested steps for determine students' reading needs

As a whole group, brainstorm places that students need to read (eg. home, shopping, work, job search, etc). Mindmapping is a good brainstorming technique (see previous sample). Brainstorm one place together to determine what students need to read (bills, notes, etc). Write identified places on tear sheets and post them around the room. Students go to the one that they want to discuss in small groups. In small groups, students brainstorm a list of things that they need to be able to read. One student records. Groups share their answers with the class. Answers are written on the overhead. Students complete the questionnaire individually. The overhead can be xeroxed for each student, or students can copy from the overhead onto their questionnaire to complete the questionnaire. Class tallies the results with oral hand count and discusses how the results will be used. Process can be repeated to determine listening, speaking, and writing needs as well as topic area needs.

THINGS I NEED TO READ: (Low intermediate level class: sample responses for things to read at home and class tally)	**Can Do**	**Want to Learn**	**Not Important**
Newspapers	4	14	1
Letters	6	7	2
Bills	12	2	2
Telephone book	7	7	2
Dictionary	12	4	

EXAMPLE 2: Suggested Steps for determining where students need to use English

As a whole group, brainstorm places where students need to use English. Students write places on their questionnaire and then check the language skill areas that they need at the identified places. Classes tallies with oral hand count and discusses classroom implications of the results.

WHERE I USE ENGLISH (Responses from a high beginning class)	**SPEAKING**	**LISTENING**	**READING**	**WRITING**
in class	√	√	√	√
in the street	√		√	
at work	√	√		

WRITING SAMPLE

Please write an essay to introduce yourself to your new teachers at Marymount University/Employment Training Center. Write three paragraphs.

Paragraph 1: General information about you (eg. where you are from, what you did in your country, how long you've been here, what you are doing here, etc.)

Paragraph 2: Your professional and personal goals

Paragraph 3: What you feel your strengths and weaknesses are in English

APPENDIX F

APPLICATION PROCESS

REEP APPLICATION FORM

TODAY'S DATE: ____/____/____

DATE OF ARRIVAL IN U.S. ____/____/____

NAME			DATE OF BIRTH	AGE
______________________________			____/____/____	(____)
Last (**Apellido**)	First	Middle	Month Day Year	(Edad)

ADDRESS: ________________________ | ______________ | ______ | ______
Street Apartment City State Zip

TELEPHONE: ___-_____ NATIVE COUNTRY: ________ SEX: Male ___ Female ___

MARITAL STATUS: Single _____ Married _____

IN EMERGENCY CALL: NAME ______________________ PHONE ____-_______

Have you studied at Wilson, Key or Glencarlyn before? Yes ___ No ___ Dates ______

Years of **EDUCATION** in Native Country: 0 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16+

DO NOT WRITE BELOW THIS LINE

****

NEW STUDENT	RETURNING STUDENT	ENROLLMENT DATA
Date: ____/____/____ (Test)	Current ________/________ (Teacher and Class)	Type (T) (S) (SC) (R) (TRA) (Circle one)
Oral: ______ Write: ______	Promoted to: __________	PAYMENT: ________ (T&S)
Track: __________	Retained In: __________	DATE: __________
Placement Lvl: __________	Pref. Time: __________	LOG # : __________
Pref. Time: __________	Pref. Site: __________	INITIALS: __________
Pref. Site: __________	# of Cycles: __________ Completed	RECEIPT #

COMPUTER ENTRY: PRE-REGIS ____________ ENROLLMENT ____________

SUPPLEMENTAL APPLICATION: PRE-VOCATIONAL OR PRE-ACADEMIC TRACK

I. **Availability for Classes**: Please check all times that you would be available for classes:

_____ evenings (6-9): Monday, Tuesday, Wednesday, Thursday
_____ evenings (6-9): Friday
_____ mornings (9-12): Monday, Tuesday, Wednesday, Thursday, Friday

II. **I am interested in: (check one)**

_____pre-vocational English classes at Wilson School and the Employment Training Center (ETC)

_____pre-academic English classes at Wilson School and Marymount University

III. **How long are you planning to stay in the United States?**

Please answer these questions on a separate piece of paper.

IV. **Please describe your educational background.** How many years of education do you have? Do you have a high school diploma or GED? Have you studied at a college, university, or technical school? If so, what was your major?

V. **What are your future educational goals?** Would you like to attend college, job training, etc.?

VI. **Please describe your work experiences in your country**. Where did you work in your country?

VII. **Please describe your work experiences in the United States?** Where do you work now? If you work now, how many hours a week do you work and what is your work schedule?

VIII. **What are your future employment goals?** What kind of job would you like to have in the future?

IX. **Please explain why you are interested in participating in REEP's special training project.** How will this project help you attain your future educational and employment goals?

As a participant in the Arlington Adult Learning System (AALS), I agree to do the following:

- attend class regularly (ie. miss no more 3 classes per cycle)
- arrive at class on time and remain until the end of class
- complete recommended coursework and/or ALC study at REEP
- complete one course at the Employment Training Center or Marymount University
- complete homework, as assigned
- participate in needs assessment
- complete occasional self-evaluations
- participate in educational/career counseling
- complete project evaluations
- attend occasional project meetings
- participate in project follow-up.

Signature____

Printed Name____

Date____

Revised 4/93

APPLICATION FOR PRE-VOCATIONAL OR PRE-ACADEMIC TRAINING: TEACHERS' SECTION

Please complete a sheet for each student applying for pre-vocational or pre-academic training.

TEACHER'S NAME: DATE:

STUDENT'S NAME: LEVEL:

TYPE ENROLLMENT:

1. Number of absences so far this cycle.__________

   Extenuating circumstances, if known____________________________

2. Punctuality. Circle one:

   always on time usually on time often late always late

   Reason for lateness, if known

3. Level recommendation for next cycle:__________________

   Comments:

4. Do you know of any reason why this student **should or should not** be selected to participate in this project? Would you recommend the vocational track or the academic track. Please explain.

THANK YOU!

Date:

Dear

Congratulations on being accepted as a student in the Arlington Adult Learning System (AALS). I wish you all the best and would like to share some important information about the project with you.

This is a special demonstration project funded by the United States Department of Education. It is one of only three projects in the country designed to assist immigrants and refugees in learning the English skills needed for job training and academic programs. Because the project is funded by the US Department of Education, all AALS classes are free. Your eligibility to participate in this project will be reviewed at the end of each cycle of instruction. As you agreed when you signed the contract in your application, your eligibility to continue from one cycle to the next will be based on your ability to complete the following:

- attend class regularly (miss no more than 3 classes per cycle)
- arrive at class on time and remain until the end of class
- complete recommended course of study (see schedule)
- complete homework, as assigned
- participate in needs assessment
- complete project evaluations
- attend project meetings
- participate in project follow-up.

If you have any problems with any of the above activities, you should let your teacher immediately.

In addition, you must arrive on time for registration the first day of each cycle. If you do not, you may lose your space in the class.

If you have any questions, please do not hesitate to ask your teacher or me.

Good luck with your studies! I hope this project assists you in achieving your educational and employment goals.

Sincerely,

Suzanne Grant
Project Coordinator

APPENDIX G

PARTICIPANT DEMOGRAPHICS

DEMOGRAPHIC INFORMATION FOR ARLINGTON ADULT LEARNING SYSTEM (AALS) PARTICIPANTS

ETHNICITY					
HISPANIC	**PACIFIC ASIAN**	**AFRICAN**	**EUROPEAN**	**MIDDLE EASTERN**	**OTHER**
65%	18%	11%	3%	.5%	2.5%

As compared to REEP's tuition population, the percentage of Hispanics is **73%**, Pacific Asians **10%**, Africans **8%**, Europeans **3%**, Middle Easterners **1%**, and Other **4%**.

SEX	
MALE	**FEMALE**
41%	59%

As compared to REEP's tuition population, the percentage for males is **45%**, and the percentage for females is **55%**.

AGE			
18-21	**22-44**	**45-64**	**65+**
5.5%	82%	11.5%	1%

As compared to REEP's tuition population, the percentage of learners **18-21** is **14%**, **22-44** is **76%**, **45-64** is **9%**, and **65+** is **1%**.

YEARS OF EDUCATION				
0	**1 - 8**	**9 - 12**	**13 - 16**	**17+**
0%	14%	49%	32%	5%

As compared to REEP's tuition population, the percentage of learners with no education is **2%**, with **1-8** years is **30%**, with **9-12** years is **44%**, and with some college is **24%**.

APPENDIX H

SCHEDULE OF SERVICES

SCHEDULE OF SERVICES: YEAR ONE

PARTNER	1ST QUARTER	2ND QUARTER	3RD QUARTER	4TH QUARTER
REEP - Wilson	Start-up activities	Jan 4 - Mar 26 (am & pm)	Mar 29 - June 18 (am and pm)	July 6 - Sept. 24 (am and pm)
REEP - Glencarlyn	Start-up activities	Feb 16 - May 7 (pm)	May 10 - Aug 13 (pm)	Aug. 16 - Nov. 4 (pm)
REEP - Adult Learning Center	Open enrollment beginning Nov. 17	Open enrollment (am, pm, Sat.)	Open enrollment (am, pm, Sat.)	Open Enrollment (am, pm, Sat.)
Marymount University	Start-up activities	Start-up activities	Mar 29 - Jun 18 (am)	July 6 - Sept. 24 (pm)
Employment Training Center	Start-up activities	Feb 8 - Mar 19 (pm)	Apr 19 - May 28 (am & pm)	July 6 - Aug. 13 (am)
Hogar Hispano	Classes in progress since Sept.	Session 2: Dec 6 - Feb. 21 (pm and weekends)	Sess. 3: Feb 28 - May 16 (pm/weekends)	Session 1: Sept. 12 - Nov. 20 (pm and weekends)

SCHEDULE OF SERVICES: YEAR TWO AND PROJECT EXTENSION

PARTNER	1ST QUARTER	2ND QUARTER	3RD QUARTER	4TH QUARTER	PROJECT EXTENSION
	(Sept. 27, 1993 -Dec. 17, 1993)	(Jan. 3 - Mar. 25, 1994)	(Mar. 28 - June 17, 1994)	(July 5 - Sept. 23, 1994)	(Sept. 26. - Dec. 16,1994)
REEP - Wilson School	Sept. 27 - Dec. 17, 1993 (am and pm)	Jan. 3 - Mar. 25, 1994 (am and pm)	Mar. 28 - June 17, 1994 (am and pm)	July 5 - Sept. 23, 1994	No project participants served.
REEP - Glencarlyn School	Nov. 8, 1993 - Feb. 10, 1994 (pm)	Feb. 4 - May 5, 1994 (pm)	May 9 - Aug. 11, 1994 (pm)	No project participants served.	No project participants served.
REEP - Adult Learning Center	Open enrollment (am, pm, Sat.)	Open enrollment (am, pm, Sat.)	Open enrollment (am, pm, Sat)	Open enrollment (am, pm, Sat.)	Open Enrollment (am, pm, Sat.)
Marymount University	No class in session.	Jan. 18 - Mar. 24, 1994 (pm)	April 11 - June 17, 1994 (am)	June 27 - Aug. 19, 1994 (pm)	No class in session.
Employment Training Center	Sept. 27 - Nov. 18, 1993 (am)	Jan. 10 - Mar. 4, 1994 (am)	No class in session.	July 5 - Aug. 12, 1994 (am)	Oct. 11 - Dec. 2, 1994 (am)
Hogar Hispano	Session One: Sept. 12 - Nov. 20 (pm, weekends)	Session 2: Nov. 21 - Feb. 26 (pm and weekends)	Session 3: Feb. 27 - May 21 (pm and weekends)	No classes in session.	No project participants served.

APPENDIX I

PROJECT COMPLETION SURVEYS

TRANSITION PROJECT COMPLETION SURVEY: PRE-VOCATIONAL TRACK

NAME:

DATE:

In order to evaluate the success of the transition project and to make improvement, we need to get your feedback. Please answer the following questions as completely and honestly as possible. Please use the back of this sheet if you need more space.

1. What are your job training goals?

2. What are your long-term employment goals? What do you plan to do when you finish job training?

3. How has this project helped you move toward achieving your job training and long-term employment goals? (Please give specific examples.)

4. How could the project have helped you more? (Please be specific.)

5. What are you planning to do now that you have completed this project? Do you plan to begin job training? When? In what area?

6. What have you done to achieve your goals (eg. applied for job training, began job training, etc.)

As part of this project, we would like to keep in touch with you to find out how you are progressing toward your goals. Please give your current address and phone number as well as the name and address of a contact person who would always know how to reach you.

Your Address/Phone Number	Contact Person's Address/Phone Number

THANK YOU AND GOOD LUCK!

TRANSITION PROJECT COMPLETION SURVEY: PRE-ACADEMIC TRACK

NAME: DATE:

In order to evaluate the success of the transition project and to make improvement, we need to get your feedback. Please answer the following questions as completely and honestly as possible. Please use the back of this sheet if you need more space.

1. What are your education goals?

2. What are your long-term education goals?

3. How has this project helped you move toward achieving your education and long-term education goals? (Please give specific examples.)

4. How could the project have helped you more? (Please be specific.)

5. What are you planning to do now that you have completed this project? (eg. When and where do you plan to attend college or university?)

6. What have you done to achieve your goals (eg. applied for university study, applied for financial aid, etc.)

As part of this project, we would like to keep in touch with you to find out how you are progressing toward your goals. Please give your current address and phone number as well as the name and address of a contact person who would always know how to reach you.

Your Address/Phone Number	Contact Person's Address/Phone Number

THANK YOU AND GOOD LUCK!

TRANSITION PROJECT COMPLETION SURVEY: HOGAR HISPANO REFERRALS

In order to evaluate the success of the transition project, we need to get your opinion. Please answer the questions as completely and honestly as possible.

NAME: DATE:

How long have you studied at Glencarlyn/Barcroft?

How long did you study at Hogar Hispano before coming to Glencarlyn/Barcroft?

1. What was your project goal?

____ complete at least one session of English at Hogar Hispano and one cycle of intensive English at the Arlington Education and Employment Program (REEP).

____ other (What?____)

2. How has the transition project helped you? (Please check all answers that apply and add other examples.)

The project has helped me:

____ improve my English (How?)

____ with a job (How?)

____ with my child's school (How?)

____ other: (What?)

3. How could the transition project have helped you more? (Please give examples.)

4. Do you plan to continue studying English in the future?

____ Yes, at:

  ____ REEP: Wilson School
  ____ REEP: Barcroft School
  ____ REEP: Adult Learning Center
  ____ REEP: Extension Center Classes
  ____ Hogar Hispano
  ____ Other (Please give name:________________________________)

____ No, because ____)

5. Do you have other educational plans for the future?

____ Not sure

____ No, because____.

____ Yes,

  _____ get a high school diploma or GED certificate

  _____ go to college (Where?________________________________)

  _____ take job training (Where?______________________________)

  _____ other (What?____)

As part of this project, we would like to be able to stay in touch with you to find out how you are progressing toward your goals and to let you know of any future projects that might be of interest to you. Please give your current address and phone number as well as the name and address of a contact person who would always know how to reach you.

Your Address/Phone Number	Contact Person's Address/Phone Number

Thank you very much for your opinion and for participating in this very important project. We wish you the best of luck in the future.

APPENDIX J
INDEX OF INSTRUCTIONAL UNITS
REEP CURRICULUM

INDEX OF UNITS

TOPIC UNITS	100	150	200	250	300	350	450	550	IS
Getting Started/Future Planning	X	X	X	X	X	X	X	X	
Building Vocabulary									X
Civics/Government					X	X	X		
(Classroom)/Housing	X	X	X	X					
Community Services			X	X					
Consumerism	X	X	X	X	X	X	X		
Essay Writing								X	X
Health	X	X	X	X	X	X	X		
Holidays/Special Occasions	X	X	X	X	X	X	X		
Legal Issues					X	X	X		
Media						X	X		
Money/Banking	X	X	X	X					
Notetaking Strategies								X	X
Oral Presentations								X	
Reading Development/Strategies					X			X	X
Reference Materials								X	X
Study Skills/Learning Strategies								X	
Telephone/Communication		X	X	X	X	X			
Test Taking Strategies								X	
Time/Weather	X	X							
Transportation	X	X	X	X	X	X	X		
US History					X	X	X		
Working in the US	X	X	X	X	X				
Finding a Job						X	X		
On the Job						X	X		

INTEGRATION UNITS AND INDICES	100	150	200	250	300	350	450	550	IS
Functions	X	X	X	X	X	X	X		
Performance Objectives and Competencies	X	X	X	X	X	X	X		
Reading Development	X	X	X	X	X	X	X		
Structures	X	X	X	X	X	X	X	X	
Writing Development	X	X	X	X	X	X	X		

IS= Individualized Study. Getting Started should be the first unit covered at levels 100-450. Future Planning should be the first unit covered in 550.

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APPENDIX K

BUILDING BRIDGES BETWEEN PROGRAMS

Vol. 24 No. 1
October 1993

WATESOL NEWS

WASHINGTON AREA TEACHERS OF ENGLISH TO SPEAKERS OF OTHER LANGUAGES

Building Bridges between Programs

Inaam Mansoor and Suzanne Grant

The limited English proficient population (LEP) in the U.S. represents such a wide range of language learning and educational needs that it is nearly impossible for a single program to offer the comprehensive services required. The needs of the adult population, for example, range from native language literacy to basic survival skills to preparation for vocational and academic study. Enhanced collaboration and communication between service providers would enable learners to better identify programs that can best help them attain their goals and to determine steps to achieve these goals. However, collaboration among programs is challenging due to limited time and shrinking resources as well as diverse program goals and missions.

To encourage and support collaboration and partnerships among adult ESL service providers, the U.S. Department of Education (DOE) Office of Vocational and Adult Education awarded grants to three projects to develop relicable models for transitioning LEP adults from one service provider to another and preparing them for college and vocational education. The projects are funded under the National English Literacy Demonstration Program and represent Virginia, Texas, and Massachusetts. Each brings a unique perspective to collaborative planning and implementation of transitional English programs.

This article will provide a brief description of the projects in Texas and Massachusetts and will then focus on the local project in Arlington, VA.

Success through Transition English Project (STEPS), is a model in which an entire community college system, the El Paso Community College, has developed partnerships with several community-based organizations (CBOs) to deliver services and provide for effective program transitioning of LEP adults by bridging ESL instruction with academic and vocational programs. For more information, contact: Andres Muro, STEPS, El Paso Community College, PO Box 20500, El Paso, TX 79998; (915) 534-4181.

The Massachusetts English Literacy Demonstration Project (MELD) demonstrates how a state education agency can support partnerships between various educational programs. The Massachusetts Department of Education has developed partnerships with four CBOs and three community colleges to strengthen educational and employment opportunities for linguistic minorities through transitional programs that bridge services in both urban and rural settings. For more information, contact: Lilie Atkins, MELD Project, 350 Main St., Malden, MA 02148-5023; (617) 388-3300 ext. 343.

Locally, the Arlington Adult Learning System (AALS) is testing a model in which the adult education provider coordinates a unified system that bridges an adult education program, a community-based organization, a vocational institute, and an institution of higher education. Through the AALS, the Arlington Education and Employment Program (REEP) has formed a consortium with Hogar Hispano, the Employment Training Center (ETC), and Marymount University.

Under this model, learners are assessed at their point of entry and placed along a continuum of learning from native language literacy, on the one hand, to preparation for vocational and academic study, on the other hand. Once in the system, learners transition from one program level or service provider to the next according to their goals, aptitudes, and interests.

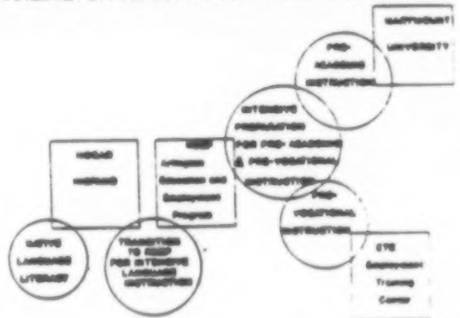
At Hogar Hispano, adult learners can enroll in nonintensive native language literacy and/or ESL classes. Upon completion of the classes, learners can transition to REEP's General ESL track for intensive life skills English classes. Learners interested in pursuing job training or academic study can enroll in REEP's intensive prevocational/preacademic track. Upon completion of this track, learners either transition to Marymount University for specialized preacademic study or to the Employment Training Center for specialized prevocational study. The project also includes support and counseling for learners applying for academic or vocational studies.

One special feature of AALS is the development of transitional curricula designed to improve curriculum articulation and facilitate learner progression within and across programs. Another feature is a system for sharing information about learners' goals, progress, and services received. This system goes beyond informal linkages to an electronic data management system that partners access via modem.

This model has enabled adult ESL service providers in Arlington to offer the comprehensive range of services that adult immigrants and refugees require. For more information, contact: Suzanne Grant, AALS, 1601 Wilson Blvd., Arlington, VA 22209; (703) 358-4200.

The projects described in this article present the field with three very unique models for and approaches to transitional English programs. These models can provide valuable insight into successful practices and possible collaboration models that will enhance services provided to LEP adults around the country.

ARLINGTON ADULT LEARNING SYSTEM (AALS)



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